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ABSTRACT

Haskell Institute at Lawrence, Kansas--a post-high-school vocational education center and junior college sponsored by the Bureau of Indian Affairs--is the subject of this paper in the National Study of American Indian Education. A brief history of the development of Haskell is followed by the results of a survey given to 689 students in 1968. The survey questionnaire contained 33 items designed to elicit information on student attitudes toward the institute, cultural background, religious preferences, friendship patterns, and vocational preferences. Profiles are provided separately for all respondents, male respondents, and female respondents in the 99 table which conclude this report. (LS)

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CHARACTERISTICS AND ATTITUDES OF 1968 HASKELL INSTITUTE STUDENTS

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CHARACTERISTICS AND ATTITUDES OF 1968 HASKELL INSTITUTE STUDENTS

by

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ALL RESPONDENTS (N = 689)
MALES ONLY (N = 318)
FEMALES ONLY (N = 363)
FIRST-YEAR STUDENTS ONLY (N = 438
SECOND-YEAR STUDENTS ONLY (N = 232)
THIRD-YEAR STUDENTS ONLY (N = 13)

Education at Haskell Institute

Since accepting its first class of fourteen Indian boys in September of 1884, Haskell Institute at Lawrence, Kansas has become well-known among both Indians and non-Indians as a geographically central source of vocational training for Indian young people. When it was founded, the Institute was the outgrowth of 1882 Congressional legislation authorizing three industrial training schools for Indians. A gift of 280 acres of land from Lawrence citizens provided an ample site. Early vocational training for boys included tailoring, wagon making, blacksmithing, harness making, painting, shoe making and farming. Girls were taught cooking, sewing and home making. Institutional duties supplemented classroom work. Food, such as butter and vegetables, was produced on the Haskell farm, and students made shoes and clothing. At first, the Institute offered only elementary education, but in 1894 academic training extended beyond the eighth grade. A "normal school" department was added in 1895 because teachers were needed in the students' home communities. By 1925 Haskell high school credits were accepted by Kansas University without further examination, and in 1948 the high school division was admitted to membership in the North Central Association of Colleges and Secondary Schools. Eventually, Haskell began to attract more students who were enrolled in post high school courses than it did high school students. As a result, only high school graduates have been accepted for enrollment since 1965. Campus facilities have grown from an initial three buildings to more than one hundred. Haskell is operated as a government boarding school under the administration of the Bureau of Indian Affairs, Department of the Interior. Policy making for Haskell Institute is the responsibility of a BIA governing body composed of four positions: the Commissioner; the Assistant Commissioner for Education; the Anadarko, Oklahoma Area Director; and the Anadarko, Oklahoma Assistant Area Director for Education.[1]

Current admission requirements specify that "post high school vocational training is open to students from any jurisdiction in the United States which qualifies students for boarding school enrollment."[2] Those accepted for training at Haskell must be at least "one-fourth degree Indian high school graduates or GED holders whose residence and other enrollment criteria have been approved by BIA area and agency officials and who are judged to have the ability, aptitude, and proper prerequisites for the vocation chosen.[3]

Several changes have occurred in the curricula and educational philosophy of Haskell Institute during the past decade. A 1968 publication lists the vocational offerings at Haskell as the "field of business," food service work, institutional cooking, linotype operation, offset camera and platemaking, electronics, technical drafting, costume shop, dental assistant training, home decoration, commercial and institutional baking, meat cutting, letterpress operation, offset presswork, auto mechanics, carpentry and cabinetmaking, electricity, machine shop, masonry, painting and decorating, plumbing, refrigeration and sheet metal work, and welding.[4] The Institute's 1970-71 catalog lists essentially the same vocational offerings, with these exceptions: plumbing has been deleted and vocational specialties added are medical laboratory assistant, practical nursing, and radiation technology. More substantial structural changes in the curriculum include expansion and sub-division of business offerings into accounting, data processing, and stenography and the addition of a general education curriculum including fine arts, language and literature, natural acience and social science.[5]

The educational focus during the past decade was clearly vocational, as indicated by a 1964 statement of purpose:

> The basic purpose of the Haskell program is to prepare young Indian men and women to earn their own living and participate in the modern social and economic life of the nation.[6]

To achieve that purpose, the following specific objectives were delineated:

1. To provide terminal vocational training which will prepare young Indian men and women to earn their own living. This objective gives rise to the Haskell motto, LEARN TO EARN. Since most students will not have an opportunity to attend school after they leave Haskell, all students, except pre-professional majors, are required to take terminal vocational training. Thus, the Haskell motto is amplified by the following slogan: 'EVERY HASKELL VOCATIONAL GRADUATE IS PREPARED TO EARN A LIVING.'

2. To provide pre-professional training which will prepare Indian youth to pursue college training, nurse training, commercial training, or some other type of higher education. Special academic curricula are provided for qualified students who are interested in pre-professional training.

3. To provide a broad general education program which will prepare students to live happy and useful lives in major culture or in Indian community life. This program includes the following aspects:

Development of Citizenship. To prepare for responsible citizenship by providing students with a social outlook that will give them an intelligent grasp of the problems of the community and the larger social order.

Leadership Training. To prepare students for leadership in democratic society through practical life situations which provide opportunity for development of initiative and responsibility.

Preparation for Successful Family Life. To provide boys and girls an opportunity for the development of those concepts which are essential for successful home life and to train girls in the techniques of homemaking.

Health and Physical Development. To provide an opportunity for the development of a sound mind and body through a program of physical training which emphasizes the basic laws of hygiene and sanitation.[7]

It is apparent from these objectives that training for economic self-sufficiency coupled with the development of social skills needed for success in the predominantly non-Indian world of work was a primary educational policy. An Institute publication noted that, "The assimilative value of the Haskell program is indicated by the number of Haskell graduates who are

engaged in off-reservation employment."[8] The curriculum was intended as a predominantly functional one leading to a specific, marketable skill which would yield a satisfactory standard of living. Only a few students were directed into a strong academic curriculum as a preparatory experience for colleges and specific professional training.[9] The Institute's co-educational boarding school structure was intended to augment vocational training with living styles, social regulations, and standards of health compatible with major culture. Leadership, student self-government, personal hygiene, and sportsmanship were skills and experiences encouraged by the boarding school design.[10]

The most recent Haskell Institute Catalog suggests that, while the essential core of vocational emphasis has been retained, a broader educational design is being started. An evidence of this change is the contrast between the current "philosophy statement" reproduced below and the 1964 statement of purpose cited earlier in this report:

PHILOSOPHY STATEMENT

> Haskell Institute exists for Indian students who want to realize their fullest learning potential for their own benefit, the benefit of their communities and families.[11]

Goals and objectives of the Haskell program, as currently proclaimed, similarly reflect a broader and more liberal educational attitude:

> 1. Provide quality programs in the areas of vocational, technical, business and general education.
>
> 2. Provide counseling and assistance for students in the process of decision making concerning educational choice, social growth and personal needs.
>
> 3. Provide a flexible program that allows for exploration and experience in the course offerings with provision for changing personal and educational goals.
>
> 4. Provide a diverse program that will meet the educational needs of young Indian people and provide them with the means of reaching their educational, occupational, and citizenship goals.

5. Provide in the vocational and technical areas the latitude that will allow, through an elective program, for students to acquire enough basic knowledge to enable them to advance into the managerial levels of the world of work.

6. Provide a college atmosphere, college facilities, college campus and college activities that will lead to development of a personality and philosophy that is wholesome and constructive in nature.

7. As an institution not only to serve the Indian community but to become a vital part of the local community offering service and becoming involved whenever possible.

8. Produce an educational product that is characterized by quality and in demand by employers, other educational institutions and society in general.[12]

Instead of the previous objectives of economic self-sufficiency, social functionalism in the general society, and limited opportunities to prepare for higher education, the new directions stress concepts of quality, choice, social growth, flexibility, diversity, collegiate environment, and service to the local community. These changes seem to represent yet another step away from the early military organization of Haskell when "Both boys and girls were divided into companies and battalions with student officers and wore uniforms made by the sewing classes.[13] The addition of a general education curriculum is significant in that it represents a new and substantial commitment to higher education. Upon completion of sixty two semester hours in the appropriate courses, Haskell now grants an Associate of Arts Degree, which is intended to meet the needs of those students who want a four-year college education and wish to obtain the first two years at Haskell. The new general education curriculum includes offerings in the following disciplines:

English composition and literature
Speech and drama
Journalism
Library science

Modern languages
History
Anthropology
Psychology
Sociology
Political Science
Geography
Mathematics
Biological sciences
Physical sciences
General Chemistry
Health and physical education
Art
Music

Examination of the new general education course offerings suggests that some courses may be credit offerings of subjects which were available in the early years of the past decade as high school offerings or on an extra-curricular basis (e.g., Physical Education, Use of the Library, Football and Basketball, Fundamentals of Coaching, Techniques of Officiating, Band, Chorus). Other course offerings apparently represent additions to the curriculum geared to merge with ordinary higher education learning structures (e.g., History of the American People, Communications in Society, College Algebra, Music Theory, Creative Writing, Principles of Sociology, Social Problems, Natural Science). Some courses are curriculum developments which are directed to the growing interest of Indian American students in their own ethnic identity and origin (e.g., Indian Folklore, History of the American Indian, Human Origins, and North American Indians).[14]

Haskell's location usually is described as being central to the nation and to its major Indian population concentrations. The University of Kansas also is located in Lawrence, providing the Institute's students with exposure to a major institution of higher education. Lawrence is within the Kansas City industrial area, ensuring access to a variety of

employment opportunities and making it possible for the Haskell faculty to maintain industrial contact and to anticipate manpower needs.[15]

Survey Results

During 1968 a special questionnaire was designed and administered by a non-Indian Baptist minister serving as a missionary at Haskell Institute. While his interests centered around religious preferences, attitudes and practices, the final questionnaire elicited much information of a general descriptive nature which provides insights into the attitudes and characteristics of Haskell Institute students at that time. Complete tabulations of the students' responses are contained in the Appendix to this report for the reader who wishes to examine the survey results in detail. The description presented here will attempt to stress the findings of the survey which appear to be especially noteworthy.

Most (63.4%) of the 689 persons surveyed were first-year students and about one-third (33.8%) were second-year students. Only 1.9% were in their third year at Haskell, and it was not possible to ascertain the class standing for six of the students.

The 689 student respondents identified themselves as being members of 71 different Indian tribes. Tribal affiliation was not ascertained for 21 (3.1%) of the respondents, and one student was considered to be non-Indian. While the large number of tribes represented in 1968 made Haskell a genuinely pan-Indian school, it was also true that most of the 71 tribes were represented by only a few students. Thus, the more populous tribes and those geographically closer to Haskell tended to numerically dominate the student body. The largest single tribal representation consisted of 132 Navajo students who accounted for 19.2% of the total enrollment. The following table indicates each tribe represented by more than ten Haskell students:

1968 HASKELL STUDENT BODY TRIBAL GROUPS WITH MORE THAN TEN MEMBERS

Tribal Affiliation	N	Percent of Total Students
Apache	22	3.2
Arapaho	11	1.6
Cherokee	42	6.1
Chippewa	15	2.2
Choctaw	37	5.4
Creek	50	7.3
Crow	16	2.3
Eskimo	28	4.1
Hopi	43	6.2
Navajo	132	19.2
Pima	17	2.5
Seminole	14	2.0
Shoshone	18	2.6
Sioux	34	4.9
Tewa	11	1.6
	490	71.2

A distribution of students by state of birth appears to be consonant with the tribal distribution just mentioned. Arizona accounted for 26% of the students, Oklahoma for 23.1%, New Mexico for 13.8%, Alaska for 6.7%, and Montana for 6.4%. The remaining twenty-four states identified by the students each accounted for less than 3% of the total enrollment. A distribution of students by present state of residence closely paralleled these concentrations.

There were slightly more females (52.7%) than males (46.1%), and most of the students (70.8%) reported that they had been brought up by both parents. A fairly large minority (17.1%) said they had been brought up by their mothers only, and about one in twenty (4.9%) reported having grown up under the care of grandparents. Despite the custom of reliance upon extended family among Indian people, very few of the Haskell students (2.7%) reported that they were brought up by siblings, aunts, uncles, or other relatives. It may be that a relatively intact nuclear family is a factor which operates to predispose Indian young people to educational achievement. Of course, it also may be that the nature and character of family

life is crucial, and since this survey does not illuminate that aspect, it will be up to future investigations to see if Indian family life patterns leading to educational success can be identified. It is clear from the survey that language habits in the home vary widely for Haskell students. Slightly more than one-third (35.3%) came from homes where English was the spoken langauge. Another one-third (33.5%) reported the use of Indian languages in their homes, and the remainder said they came from bi-lingual homes.

Half (50.8%) reported that they had not previously attended boarding school, while the remaining half (49.1%) were boarding school products. Those who had attended boarding school from the ninth through the twelfth grades accounted for 15.1% of the total number of Haskell students, and another 12.5% had been boarding school students from the first grade until high school graduation. A fairly large group (9.4%) had been enrolled in boarding schools from the tenth through the twelfth grades only. It can be concluded that the 1968 Haskell student body revealed a widely varied experience with Indian boarding schools; for half, the experience of leaving home for prolonged periods of time to go to school was entirely new, and for the remainder, who had acquired such experience, the duration of boarding school arrangements ranged from only a few elementary years to the entire elementary and secondary period.

Church attendance during childhood was a very regular matter for most of the Haskell students. Those who attended once a week represented 40.9% of the total Haskell student body, and another one-fourth (25.5%) reported attending church several times a week while at home. A similar proportion (24.7%) said they had attended church "sometimes." In general, childhood church experiences were viewed by these Haskell students as positive: 41.8% reported that they "liked it a lot" and 43.7% said they "liked it some." Only 3.4% judged that they didn't like their earlier church affiliation or that they "hated it."

The earlier pattern of heavy church-going apparently changes considerably while attending Haskell Institute. Almost two-thirds had attended church at least once a week while at home, but only one-third (34.4%) indicated such frequency of church-going while living in Lawrence. Attendance "sometimes" while at Haskell was reported by 28.6%, and there was a large increase in the proportion who said they never attended church - from 4.6% to 26.4%. Almost one-fourth (24.8%) said they had changed denominations when they came to Haskell and, apparently, another one-fifth (22.9%) were sufficiently uncertain about the question to cause them to refrain from answering it. Better than half (59.2%) responded to a question asking why they attended church while at Haskell. Some (4.8%) said it was an obligation, and others (10%) indicated that it was a habit remaining from home life. Similarly, 7.7% said they went to church in Lawrence because "I feel like going." Spiritual and personal considerations motivated others: "learning about God" was important to 5.7%, 4.1% valued "closeness to God," 6.2% said they wanted to "love and worship God," 0.7% wanted to receive sacraments, o.6% attended for moral instruction, 8.4% had "personal reasons," 1.5% attended to acquire self-understanding, and 2.6% went to church to have their sins forgiven. A few (5%) attended churches in Lawrence for some features or by-products of the church; these were persons who said they attended specifically for the services, for the singing, for the preaching, for the refreshments and socials, or because church attendance helped them to become "Americanized." It is likely that the shift in church attendance patterns between home and Haskell is affected considerably by the relative influences of family and friends. Also, it is difficult to avoid the observation that such a strong religious influence may be partly responsible for the pattern of educational success shown by these students.

The survey contained questions designed to reveal some aspects of the quality of social life prior to reaching Haskell. Most of the students (73.3%) said that they had a special group of friends while in grade school, but for one-fourth (25.5%) this was not the case. These special

friends tended to be Indian or Eskimo neighbors from home rather than relatives. Four out of five Haskell students (79.4%) said they had a special group of friends in high school. In 62.2% of the cases the group was identified as being mostly Indian or Eskimo, but in most cases (67.9%) the Haskell students said these high school friends were not the same ones with whom they had associated during grade school years. The students were asked to identify the activities in which they participated while at home. Most often mentioned were sports (70.4%), non-Indian dances (61.8%), and movies (62.8%). Other activities prominently mentioned were pow-wows (36.7%), Indian fairs (32.8%), tribal ceremonies (37.3%), and all-night singing (30%).

Half or better of these Haskell students reported that all periods of thier lives from ages four to eighteen had been "very happy". When asked to indicate periods of their lives when they were "very sad," 14.1% chose ages four to seven, 21.3% checked eight through twelve, 25.1% identified ages thirteen through fifteen, and 23.5% noted ages sixteen to eighteen. The survey sheds no light upon the intensity or the causes of the reported unhappiness, but since fairly large proportions of these students acknowledged being "very sad" during the years of maximum growth and development, the specific nature of these personal difficulties might be worthy of further investigation.

In general, the students liked Haskell. A clear majority (58.6%) reported liking the Institute, and another 26.1% said that they liked it very much. Some (7.7%) were indifferent, while others didn't like it (2.6%) or even hated it (0.3%). The students were asked what it was they disliked about Haskell Institute. Although the questionnaires allowed two such comments, only the first set of comments will be reported here, since most of the students made only one comment. (The reader is urged to consult the Appendix for an accounting of all responses to the question.) Some (13.7%) had no complaints at all, a few (0.9%) disliked everything, and 14.1% did not answer the question or said they did not know what it was they disliked. One source of discontent was the nature of institutional rules and structure. These dissatisfactions are outlined in the following table:

STRUCTURAL ASPECTS OF HASKELL INSTITUTE DISLIKED BY 1968 STUDENTS

Dislike	N	Percent of Total Students
Routines	3	0.4
Waiting to eat	4	0.6
No free periods	4	0.6
Details	24	3.5
Getting up early	10	1.4
Regulations	66	9.6
Unfairness	2	0.3
Too lax	1	0.2
Checking in and out	63	9.1
Overprotection	7	1.0
Anti-drinking rules	1	0.2
Activities	4	0.6
Not enough activities or recreation	30	4.3
Weekends boring	18	2.6
	237	34.4

Some dissatisfaction centered around the physical conditions and facilities at Haskell. These specific dislikes are shown below:

PHYSICAL ASPECTS OF HASKELL INSTITUTE DISLIKED BY 1968 STUDENTS

Dislike	N	Percent of Total Students
Facilities	2	0.3
Food	21	3.0
Far from home	9	1.3
Crowded	5	0.7
Climate	29	4.2
	66	9.5

Considering that half these Haskell students had never attended a boarding school, the small proportion who felt the school was too far from home is remarkable.

Other dislikes seemed to involve the staff at Haskell. These are revealed in the next table.

1968 STUDENTS' DISLIKES CONCERNING HASKELL INSTITUTE STAFF

Dislike	N	Percent of Total Students
Staff members	21	3.0
Lectures on rule-breaking	1	0.2
Oversupervision	13	1.9
Lack of understanding of Indians	6	0.9
Quality of religious services	1	0.2
Low-quality teaching	5	0.7
Low standards	2	0.3
	61	8.9

Finally, there were dissatisfactions stemming from peer-group behavior. The nature of these dislikes is shcwn below.

1968 STUDENTS' DISLIKES INVOLVING THE BEHAVIOR OF PEERS AT HASKELL INSTITUTE

Dislike	N	Percent of Total Students
Students	7	1.0
Drinking	56	8.0
Impoliteness	5	0.7
Apathy of students	7	1.0
Tribalism (cliques)	8	1.2
Gossip and fighting	11	1.6
Dormitory life	8	1.2
Misconduct	16	2.3
Opposite sex	2	0.3
	120	17.3

These responses suggest that structured aspects of Haskell Institute and the behavior of fellow students were the two most significant dissatisfactions. It must be recalled that these dissatisfactions did not lead many Haskell students on balance to dislike the Institute.

Those aspects of life at Haskell which were enjoyed also were sought in the survey. More students took the opportunity to make two such comments here (44.6%) than was the case when dislikes were requested (28.2%); this suggests that the generally positive appraisal given to Haskell by its students is a fair indicator of their attitudes. Only the first positive comment of each respondent will be discussed at this juncture.

Some students liked the way Haskell was structured. These responses are summed up in the following table:

STRUCTURAL ASPECTS OF HASKELL INSTITUTE LIKED BY 1968 STUDENTS

Likes	N	Percent of Total Students
Routines	1	0.2
Free time	16	2.3
Holidays	3	0.4
Regulations	2	0.3
New rules	11	1.6
Flexibility	1	0.2
Activities and sports	54	7.8
Recreation and dances	21	3.0
"At home" feeling	2	0.3
Freedom	8	1.2
College-like atmosphere	3	0.4
	122	17.7

Others liked the staff, and made their compliments in terms of the following aspects:

1968 STUDENTS' LIKES CONCERNING HASKELL INSTITUTE STAFF

Likes	N	Percent of Total Students
Staff	24	3.5
Willingness to help	3	0.4
Church	2	0.3
Academic	3	0.4
Classes	20	2.9
Quality of instruction	6	0.9
Well-run	1	0.1
	59	8.5

The physical facilities at Haskell were attractive features for some of the 1968 students:

PHYSICAL ASPECTS OF HASKELL INSTITUTE LIKED BY 1968 STUDENTS

Likes	N	Percent of Total Students
Facilities	2	0.3
Nice campus	11	1.6
Student union	2	0.3
Food	25	3.6
	40	5.8

To some students the educational advantages provided at Haskell were the most-liked feature:

1968 STUDENTS' LIKES CONCERNING EDUCATIONAL ADVANTAGES AT HASKELL INSTITUTE

Likes	N	Percent of Total Students
Vocational opportunity	14	2.0
General education	61	8.9
Vocational training	60	8.7
Free education	8	1.2
	143	20.8

Finally, some students indicated that the aspect of Haskell they liked most involved their peers:

1968 STUDENTS' LIKES CONCERNING PEERS AT HASKELL INSTITUTE

Likes	N	Percent of Total Students
Students	41	6.0
Intertribalism	33	4.8
Dating	22	3.2
Meeting new people	30	4.3
Friendliness	22	3.2
Dormitory life	9	1.3
	157	22.8

Some students (7%) liked everything, some (1.5%) liked nothing, and 15.5% did not answer the question or did not know what it was they liked about Haskell.

In sum, the most valued characteristics of Haskell in the eyes of its students were the peer relationships it offered, the educational advantages it provided, and certain of its structural features.

Each student who responded was asked to list the tribal affiliation of his three best friends at Haskell. These responses are contained in the Appendix for those readers who are interested. In most cases, as the following table indicates, students did not know these friends before coming to Haskell.

1968 HASKELL STUDENTS' PRIOR ACQUAINTANCESHIP WITH THEIR THREE BEST FRIENDS

Acquaintanceship Before Haskell	First Friend	Second Friend	Third Friend
No answer	8.6%	10.3%	16.1%
Yes	29.0	19.3	13.1
No	62.4	70.4	70.8
	100.0%	100.0%	100.0%

Voluntary activities pursued by students in their free time were quite varied. The table below indicates that activities mentioned first by Haskell students were most often sports; reading and studying; radio, TV, and record listening; sleeping and relaxing; and going to town or traveling. Activities mentioned second by students are reported in the Appendix.

1968 HASKELL STUDENTS' FREE TIME ACTIVITIES MENTIONED FIRST

Activity	N	Percent of Total Students
No answer; don't know	90	13.0
Sports	137	19.9
Hobbies	39	5.7
Radio, TV, records	61	8.9
Dancing	7	1.0
Sleeping and relaxing	50	7.3
Reading or studying	98	14.2
Writing letters	11	1.6
Going to town; traveling	47	6.8
Being alone; daydreaming	24	3.5
"Messing around" with friends	35	5.1
Dating	11	1.6
Outside activities	3	0.4
Community work	4	0.6
Drinking	2	0.3
Eating	1	0.1
Working (part time)	31	4.5
Having fun	9	1.3
Indian ceremonials	3	0.4
Church	1	0.1
Anything	22	3.1
"Depends"	3	0.4
	689	99.9

The students were asked to name the vocation for which they were preparing. By far the largest number had elected business careers (43.2%), and auto mechanics was the second most frequently named occupation (13.2%). Practical nursing had attracted 6.5%, and 4.1% had chosen carpentry. These and the other vocations which had been undertaken are listed below:

VOCATIONS STUDIED BY 1968 HASKELL STUDENTS

Vocation	N	Percent of Total Students
No answer	8	1.2
Business	298	43.2
Auto mechanics	91	13.2
Practical nursing	45	6.5

Carpentry	28	4.1
Costume shop	27	3.9
Machine shop	25	3.6
Printing	25	3.6
Welding	21	3.1
Electronics	19	2.8
Masonry	18	2.6
Cooking	17	2.5
Electricity	14	2.0
Painting	14	2.0
Baking	13	1.9
Home decorating	13	1.9
Dormitory management	7	1.0
Food service	6	0.9
	689	100.0

Further insight into occupational aspirations can be gained from the responses to a question asking the students what sort of work they would like to do after graduation. The responses, listed below, are somewhat braoder than the vocational categories just cited, including such occupations as stewardess, demolition expert, labor and construction, and teaching, and they include alternatives to immediate employment, such as Peace Corps and VISTA service, service in the armed forces, and further education. Some thirty-eight persons (5.5%) had not decided what kind of work they wanted to do or were willing to do "anything."

1968 HASKELL STUDENTS WORK PREFERENCES AFTER GRADUATION

Work	N	Percent of Total Students
NA	83	12.0
Auto mechanics	65	9.4
Baking	9	1.3
Business	244	35.4
Cooking	14	2.0
Carpentry	21	3.1
Costume shop	10	1.5
Dental assistant	2	0.3
Dormitory management	7	1.0
Electronics	15	2.2
Electricity	10	1.5
Food service	4	0.6
Home decoration	1	0.2

Machine shop	16	2.3
Masonry	12	1.7
Painting	9	1.3
Practical nursing	42	6.1
Printing	15	2.2
Technical drafting	2	0.3
Welding	14	2.0
Peace Corps, VISTA	5	0.7
Further education	8	1.2
Labor, construction	7	1.0
Demolition expert	1	0.2
Government work	4	0.6
Stewardess	4	0.6
Engineering	1	0.1
Forestry	3	0.4
Politics, law	2	0.3
BLM	1	0.1
Computer programming	2	0.3
Ranching, farming	4	0.6
Teaching	2	0.3
Beautician	2	0.3
Housewife	3	0.4
Factory work	2	0.3
Armed forces	3	0.4
Undecided	26	3.8
Anything	12	1.7
None	2	0.3
	689	100.0

Finally, the survey asked students to indicate where they would like to live following graduation. Some (19.1%) mentioned a specific city, others (59.8%) named a specific state, a few (5.9%) identified general places, and there were some (15.1%) who did not answer or were undecided. These responses are detailed in the following tables:

1968 HASKELL STUDENTS' POST-GRADUATION LOCATION PREFERENCES: SPECIFIC CITIES NAMED

City	N	Percent of Total Students
Albuquerque	14	2.0
Chicago	3	0.4
Dallas	12	1.7
Denver	21	3.0
Detroit	1	0.1
Fairbanks	1	0.2
Juneau	1	0.2
Kansas City	1	0.1
Lawrence	1	0.2
Los Angeles	13	1.9
Milwaukee	1	0.1
Minneapolis	2	0.3
Oklahoma City	10	1.5
Phoenix	13	1.9
Sacramento	1	0.2
Salt Lake City	3	0.4
San Diego	1	0.2
San Francisco	6	0.9
San Jose	4	0.6
Seattle	6	0.9
Tulsa	7	1.0
Washington, D.C.	9	1.3
	131	19.1

1968 HASKELL STUDENTS' POST-GRADUATION LOCATION PREFERENCES: SPECIFIC STATES NAMED

State	N	Percent of Total Students
Alaska	29	4.2
Arizona	65	9.4
Arkansas	1	0.2
California	81	11.8
Colorado	22	3.2
Florida	2	0.3
Hawaii	2	0.3
Idaho	3	0.4
Kansas	9	1.3
Massachusetts	2	0.3
Michigan	1	0.2

Minnesota	5	0.7
Mississippi	1	0.1
Montana	26	3.8
Nebraska	2	0.3
Nevada	7	1.0
New Mexico	41	6.0
North Carolina	7	1.0
North Dakota	1	0.1
Oklahoma	69	10.0
Oregon	3	0.4
South Dakota	2	0.3
Texas	9	1.3
Utah	3	0.4
Virginia	1	0.2
Washington	14	2.0
West Virginia	1	0.2
Wyoming	3	0.4
	413	59.8

1968 HASKELL STUDENTS' POST-GRADUATION LOCATION PREFERENCES:
GENERAL PLACES NAMED

Place	N	Percent of Total Students
Overseas	7	1.0
Wherever job sends me	7	1.0
Job-affiliated	3	0.4
In the city	4	0.6
In a small city	1	0.2
Midwest	2	0.3
South	2	0.3
Southwest	3	0.4
West coast	3	0.4
Anywhere	8	1.2
Reservation	1	0.1
	41	5.9

Almost one-fifth (19.1%) seemed to be intent upon establishing residence in a particular city, and the most popular cities identified were Denver, Albuquerque, Los Angeles, Phoenix, Dallas, Oklahoma City, and Washington, D.C. Thus, while a few individuals named cities in the Midwest, North, and East - including Chicago, Detroit, Fairbanks, Juneau, Kansas City and Milwaukee - it was clear that most students who had decided to become urban Indians preferred cities in the Southwestern and Western

regions of the country. Very few (0.1%) answered this free-response question by declaring their intention to return to a reservation; on the other hand, a great many (59.8%) seemed to be committed to living in a specific state, and some of the states named would afford the opportunity of living in either urban or reservation settings, or both. The states specified were predominantly those in the West and Southwest, including Arizona, California, Colorado, Montana, New Mexico, and Oklahoma.

General Survey Summary

1. During 1968, Haskell students numbering 689 responded to a survey eliciting information and attitudes concerning student characteristics, religious preferences, friendship patterns, vocational preferences, attitudes toward Haskell, and future plans.

2. More than 60% of the respondents were first-year students, and most of the remainder were second-year students. They were from more than 70 different tribes, but 70% of them were members of 15 tribes, predominantly those from the Southwest.

3. Most of the respondents (87.9%) had been brought up by both parents or by their mothers only. Language habits in the home varied widely: English was spoken in one-third of the cases, Indian languages in another one-third, and both an Indian language and English were spoken in the remainder.

4. Half the respondents had previous boarding school experience, and half had none. The frequency of childhood church attendance for these students was high with two-thirds reporting that they had attended at least once a week. Regular weekly church attendance while at Haskell was reported by only one-third, suggesting that church attendance is heavily influenced by family and friends. Most of the students liked their childhood church experience, and it may be that religious influence is partly responsible for these students' patterns of educational success.

5. Most of the students reported having had a special group of friends during grade school years, and these persons tended to be Indian or Eskimo neighbors rather than relatives. A similarly high proportion of Haskell students said they had had a special group of friends while in high school, but in most cases these were not the same persons who were friends during grade school years.

6. The Haskell students reported participating in a number of different activities while at home. The most frequently reported activities were sports, non-Indian dances, movies, pow-wows, Indian fairs, tribal ceremonies, and all-night singing.

7. Students reported various periods of their lives which had been "very happy" or "very sad." While most indicated a "happy" background, there were enough who indicated being "very sad" during the years of maximum growth and development to warrant further investigation.

8. All but a few students liked Haskell. However, when pressed for matters which dissatisfied them, they tended to cite institutional rules and behavior problems caused by their peers. Chief among Haskell's assets, according to the respondents, were institutional rules, educational advantages, and interaction with fellow students.

9. Most students did not know their three best friends at Haskell before coming to Lawrence.

10. Free time activities pursued by these Haskell students were most often sports; reading and studying; radio, TV and record listening; sleeping and relaxing; and going to town or traveling.

11. Business and auto mechanics were two areas which had attracted more than half the respondents. The remainder were distributed among some fifteen different vocational fields. When asked what sort of work they would like to do after graduation, the students specified occupations and activities which were somewhat broader than the vocational curriculum which they had elected.

12. Most students felt that, following graduation, they wanted to live in specific states, notably those in the West and Southwest. About one-fifth wanted to live in specific cities, again particularly those in the West and Southwest.

Profiles of Males and Females

Data are presented in the Appendix for males and females. A review of these data makes it possible to profile the attitudes and characteristics associated with each sex group.

The "typical" Haskell male was a first-year student who was a Navajo, Hopi, Creek, Cherokee, Eskimo, Sioux, Apache, Choctaw, or Chippewa. He had been born in Arizona, New Mexico, or Oklahoma, and he was a resident of that state. He had been brought up by both parents, and he came from a home where either an Indian language only was spoken, or both an Indian language and English were spoken. At home, he attended church at least once a week, and he liked going to church. Before coming to Haskell, his favorite activities were movies, sports, and non-Indian dances. Previously, he had attended a boarding school. During grade school, he had a special group of friends who were Indian or Eskimo neighbors at home. In high school, he had a different group of Indian and Eskimo friends. He reported being very happy during most of the preceding periods of his life. He liked Haskell, especially its educational opportunities, its opportunities for peer relationships, and its institutional structure. When asked to criticize Haskell, he expressed some dislike for certain institutional rules, some physical aspects of the school, shortcomings of the staff, and behavior problems of his peers. His friends at Haskell were new ones whom he had met after coming to Lawrence. His free time at Haskell was occupied by sports, reading and studying, listening to radio and records or watching TV, part-time work, and hobbies. He reported that he never attended church in Lawrence or that he attended only "sometimes." He was studying business,

auto mechanics, carpentry or machine shop. After graduation, he wanted to live in a specific Western or Southwestern city or state, where he wanted work in business, auto mechanics, carpentry, electronics, a machine shop, welding, masonry, or printing.

The "typical" Haskell female was a first-year student who was a Navajo, Creek, Cherokee, Choctaw, Sioux, Hopi, Eskimo, Pima, or Apache. She had been born in Arizona, New Mexico, or Oklahoma and she was a resident of that state. She had been brought up by both parents, and she came from a home where either an Indian language only was spoken, or both an Indian language and English were spoken. At home, she attended church at least once a week, and she liked going to church. Before coming to Haskell, her favorite activities were movies, sports and non-Indian dances. She had not previously attended boarding school. During grade school she had a special group of friends who were Indian or Eskimo neighbors at home. In high school she had a different group of Indian or Eskimo friends. She reported being very happy during most of the preceding periods of her life. She liked Haskell, especially its institutional structure, its staff, and its opportunities for peer relationships. When asked to criticize Haskell, she expressed some dislike for certain institutional rules and behavior problems of her peers. Her friends at Haskell were new ones whom she had met after coming to Lawrence. She reported that she attended church in Lawrence once a week, or "sometimes," and she was a member of the same denomination as at home. She said she attended church because of obligation or habit, for spiritual or personal reasons, or because of specific attractions of the church, such as the singing or preaching. Her free time at Haskell was occupied by sports, reading and studying, listening to radio and records or watching TV, going to town, sleeping and relaxing, walking or being alone, "messing around" with friends, or with hobbies. She was studying business or practical nursing. After graduation, she wanted to live in a specific Western or Southwestern city or state, where she wanted work in business or practical nursing.

For those readers who are interested, the Appendix contains tabulations of survey responses according to first-year, second-year, or third-year student status.

Some Final Observations

As is usually the case with surveys, important questions remain unanswered.

Are Haskell graduates inclined to become the nucleus of the new urban Indian working class, or do they return to their rural or reservation origins to live and (perhaps) work? How do the earnings and career patterns of Haskell graduates compare with those of other employed Indians? Within Indian communities, what are the social status consequences of graduation from Haskell? Do Haskell graduates feel that their preparation was appropriate and adequate, or do they believe that structural changes in the approach to education at Haskell are needed? Do leaders within the student body at Haskell assume similar leadership roles in urban or reservation Indian communities following graduation? How do the educational and training experiences provided at Haskell compare in terms of effectiveness with those offered at the Navajo Community College in Arizona? What is the response of Haskell students to curriculum changes incorporating courses about American Indians, and what is their response to the newly-emerging Indian Studies departments in several major universities? Is there an established liason between Haskell and those universities interested in recruiting Indian students for higher education? Are Haskell graduates "spark-plugs" for Indian nationalism and pan-Indianism?

Today, with soaring pressures to change the structure and character of Indian education, it would be helpful to have access to a longitudinal analysis and evaluation of the Haskell experience. A major impediment to Indian participation in the betterment of Indian life has always been the absence of reliable facts and information; perhaps the Bureau of Indian Affairs could make a sizeable contribution to the self-sufficiency of Indian peoples by providing them with facts and information, and a useful place to begin would be with Haskell Institute.

As long as Haskell retains the prominent position it holds in the minds of Indian people as a center for vocational, technical, and now, collegiate learning, it will be expected to produce a good share of the competent Indian people required to implement such movements as Indian control and self-determination. While the educational mission of Haskell evolves in response to changes in the character of Indian populations, and as movement toward self-sufficiency by Indian people increases, it may be that the amount of attention devoted to dealing with student problems of adjustment, identity, leadership, acquisition of social skills and effectiveness of inter-cultural behavior will need to be increased.

More than ever, these Indian young people will need to know who they are, and more than ever they will be faced with complicated pressures from Indian and non-Indian societies.

They deserve the best preparation that can be provided.

SOURCES

1. Anonymous. Catalog of Haskell Institute, 1970-71. Lawrence, Kansas: Haskell Institute Press, April, 1970. pp. 3, 25-27.

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3. Op. cit., Anonymous. Catalog, p. 32.

4. Op. cit., Anonymous. Meet Haskell Institute.

5. Op. cit., Anonymous. Catalog, p. 52.

6. Anonymous. Haskell Institute Bulletin of Information. Lawrence, Kansas: Haskell Institute Press, March, 1964. p. 14.

7. Ibid.

8. Ibid., p. 15.

9. Ibid., p. 17.

10. Ibid.

11. Op. cit., Anonymous, Catalog, p. 5.

12. Ibid.

13. Ibid., p. 25.

14. Ibid., pp. 118-20.

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APPENDIX

ALL RESPONDENTS (N = 689)
MALES ONLY (N = 318)
FEMALES ONLY (N = 363)
FIRST-YEAR STUDENTS ONLY (N =438)
SECOND-YEAR STUDENTS ONLY (N = 232)
THIRD-YEAR STUDENTS ONLY (N = 13)

INDIAN STUDENTS AT HASKELL INSTITUTE
(All respondents)
(N = 689)

TRIBAL AFFILIATION	N	%
NA	21	3.1
Acoma	2	0.3
Alabama	2	0.3
Aleut	6	0.9
Apache	22	3.2
Arapaho	11	1.6
Arikera	6	0.9
Athabascan	2	0.3
Blackfoot	8	1.8
Caddo	2	0.3
Cherokee	42	6.1
Cheyenne	6	0.9
Chickasaw	2	0.3
Chippewa	15	2.2
Choctaw	37	5.4
Cochiti	2	0.3
Colville	3	0.4
Comanche	7	1.0
Cree	1	0.1
Creek	50	7.3
Crow	16	2.3
Eskimo	28	4.1
Flathead	3	0.4
Gros Ventre	4	0.6
Haida	4	0.6
Havasupai	1	0.1
Hopi	43	6.2
Huolapai	3	0.4
Iowa	1	0.1
Jemez	4	0.6
Keres	3	0.4
Kickapoo	4	0.6
Kiowa	6	0.9
Laguna	9	1.3
Lummi	1	0.1
Maricopa	2	0.3
Navaho	132	19.2
Nez Perce	4	0.6
Nooksack	1	0.1
Omaha	1	0.1
Onandaga	3	0.4
Papago	9	1.3
Paiute	7	1.0
Pawnee	2	0.3
Picuris	1	0.1
Pima	17	2.5
Ponca	2	0.3
Potawatomi	3	0.4
Pueblo	3	0.4
Quechuan	2	0.3
Quinault	2	0.3
Sauk and Fox	6	0.9
Sandia	1	0.1
San Felipe	1	0.1
San Juan	1	0.1
Santa Anna	1	0.1
Santo Domingo	2	0.3
Seminole	14	2.0
Shawnee	2	0.3
Shoshone	18	2.6
Sioux	34	4.9
Taos	2	0.3
Tewa	11	1.6
Tlingit	8	1.2
Ute	3	0.4
Warm Springs	1	0.1
Washoe	3	0.4
Winnebago	2	0.3
Yakima	7	1.0
Yavapai	1	0.1
Yuma	1	0.1
Zia	1	0.1
Other (white)	1	0.1
	689	100.1

SEX	N	%
NA	8	1.2
Male	318	46.1
Female	363	52.7
	689	100.0

BROUGHT UP BY	N	%
NA	16	2.3
Mother only	118	17.1
Father only	11	1.6
Both parents	488	70.8
Grandparents	34	4.9
Sibling	2	0.3
Aunt or uncle	15	2.2
Other relative	1	0.2
Non-relative	3	0.4
Institution	1	0.2
	689	100.0

STATE OF BIRTH	N	%
NA	5	0.7
Alaska	46	6.7
Arizona	179	26.0
California	7	1.0
Colorado	1	0.2
Florida	1	0.2
Idaho	2	0.3
Indiana	1	0.1
Iowa	3	0.4
Kansas	6	0.9
Michigan	1	0.1
Minnesota	9	1.3
Mississippi	4	0.6
Missouri	2	0.3
Montana	44	6.4
Nebraska	5	0.7
Nevada	20	2.9
New Mexico	95	13.8
New York	1	0.2
North Carolina	16	2.3
North Dakota	9	1.3
Oklahoma	159	23.1
Oregon	5	0.7
South Dakota	21	3.0
Texas	5	0.7
Utah	5	0.7
Washington	19	2.8
Wisconsin	2	0.3
Wyoming	14	2.0
Out of U.S.	1	0.1
Arkansas	1	0.2
	689	100.0

DID YOU GO TO BOARDING SCHOOL?

	N	%
NA	1	0.1
Yes	338	49.1
No	350	50.8
	689	100.0

WHAT GRADES AT BOARDING SCHOOL?

	N	%
NA	374	54.3
1 - 3	18	2.6
4 - 6	9	1.3
7 - 9	14	2.0
10 - 12	65	9.4
9 - 12	104	15.1
1 - 12	86	12.5
1 - 9	14	2.0
Grade & senior high	5	0.7
	689	99.9

LANGUAGE SPOKEN AT HOME	N	%
NA	9	1.3
English	243	35.3
Indian	231	33.5
Both	206	29.9
	689	100.0

HOW OFTEN DID YOU ATTEND CHURCH WHEN AT HOME?

	N	%
NA	8	1.2
Several times a week	176	25.5
Once a week	282	40.9
Once a month	21	3.1
Sometimes	170	24.7
Never	32	4.6
	689	100.0

LIKE OR DISLIKE GOING TO CHURCH WHEN A CHILD?

	N	%
NA	19	2.8
Liked a lot	288	41.8
Liked some	301	43.7
Didn't care	57	8.3
Didn't like	21	3.0
Hated it	3	0.4
	689	100.0

PARTICIPATION IN ACTIVITIES (Multiple answers possible)

	N	%
Powwow	253	36.7
Indian fair	226	32.8
Tribal ceremonies	257	37.3
All-night singing	207	30.0
Movies	433	62.8
Dances (other than Indian)	426	61.8
Sports	485	70.4
Other	168	24.4
	2455	356.2

SPECIAL GROUP OF FRIENDS IN GRADE SCHOOL	N	%
NA	8	1.2
Yes	505	73.3
No	176	25.5
	689	100.0

WERE THESE FRIENDS RELATIVES?

	N	%
NA	91	13.2
Yes	215	31.2
No	383	55.6
	689	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	82	11.9
Yes	401	58.2
No	206	29.9
	689	100.0

SAME ONES AS IN GRADE SCHOOL

	N	%
NA	48	7.0
Yes	173	25.1
No	468	67.9
	689	100.0

AGES IN LIFE WHEN VERY HAPPY
(multiple answers possible)

	N	%
4 - 7	343	49.8
8 - 12	346	50.2
13 - 15	386	56.0
16 - 18	486	70.5
	1561	226.5

YEAR AT HASKELL	N	%
NA	6	0.9
First	437	63.4
Second	233	33.8
Third	13	1.9
	689	100.0

WERE THEY NEIGHBORS FROM HOME?

	N	%
NA	73	10.6
Yes	371	53.8
No	245	35.6
	689	100.0

SPECIAL GROUP OF FRIENDS IN HIGH SCHOOL	N	%
NA	9	1.3
Yes	547	79.4
No	133	19.3
	689	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	59	8.6
Yes	429	62.2
No	201	29.2
	689	100.0

AGES IN LIFE WHEN VERY SAD
(multiple answers possible)

	N	%
4 - 7	97	14.1
8 - 12	147	21.3
13 - 15	173	25.1
16 - 18	162	23.5
	579	84.0

VOCATION STUDIED	N	%
NA	8	1.2
Auto mechanics	91	13.2
Baking	13	1.9
Business	298	43.2
Carpentry	28	4.1
Cooking	17	2.5
Costume shop	27	3.9
Dormitory management	7	1.0
Electricity	14	2.0
Electronics	19	2.8
Food service	6	0.9
Home decorator	13	1.9
Machine shop	25	3.6
Masonry	18	2.6
Painting	14	2.0
Practical nursing	45	6.5
Printing	25	3.6
Welding	21	3.1
	689	100.0

WHAT DO YOU DISLIKE ABOUT HASKELL INSTITUTE?

First comment	N	%
NA/DK	97	14.1
Routines	3	0.4
Waiting to eat	4	0.6
No free periods	4	0.6
Details	24	3.5
Getting up early	10	1.4
Regulations	66	9.6
Unfairness	2	0.3
Too lax	1	0.2
Checking in and out	63	9.1
Overprotective	7	1.0
Anti-drinking rules	1	0.2
Facilities	2	0.3
Food	21	3.0
Far from home	9	1.3
Crowded	5	0.7
Climate	29	4.2
Staff	21	3.0
Lectures on rule-breaking	1	0.2
Oversupervision	13	1.9
Lack of understanding of Indians	6	0.9
Activities	4	0.6
Not enough activities or recreation	30	4.3
Quality of religious services	1	0.2
Weekends boring	18	2.6
Academic	12	1.7
Low-quality teaching	5	0.7
Low standards	2	0.3
Students	7	1.0
Drinking	56	8.0
Impoliteness	5	0.7
Apathy of students	7	1.0
Tribalism (cliques)	8	1.2
Gossip, fighting	11	1.6
Dormitory life	8	1.2
Misconduct	16	2.3
Opposite sex	2	0.3
New rules	1	0.2
Miscellaneous	7	1.0
No complaints	94	13.7
Everything	6	0.9
	689	100.0

Second comment	N	%
NA	495	71.8
No free periods	1	0.2
Details	14	2.0
Regulations	18	2.6
Too lax	1	0.2
Checking in and out	19	2.8
Over-protective	8	1.2
Facilities	1	0.2
Food	13	1.9
Far from home	2	0.3
Crowded	4	0.6
Climate	5	0.8
Staff	11	1.6
Lectures on rule-breaking	5	0.7
Oversupervision	8	1.2
Lack of understanding of Indians	5	0.7
Activities	3	0.4
Not enough activities or recreation	14	2.0
Weekends boring	4	0.6
Academic	3	0.4
Low quality teaching	1	0.2
Students	4	0.4
Drinking	14	2.0
Impoliteness	6	0.9
Apathy of students	1	0.2
Tribalism (cliques)	5	0.7
Gossip, fighting	10	1.4
Dormitory life	6	0.9
Misconduct	6	0.9
No complaints	2	0.2
	689	100.0

WHAT DO YOU LIKE ABOUT HASKELL?

First comment	N	%
NA/DK	107	15.5
Routines	1	0.2
Free time	16	2.3
Holidays	3	0.4
Regulations	2	0.3
New rules	11	1.6
Facilities	2	0.3
Nice campus	11	1.6
Student union	2	0.3
Staff	24	3.5
Willingness to help	3	0.4
Flexibility	1	0.2
Activities, sports	54	7.8
Church	2	0.3
Recreation, dances	21	3.0
Academic	3	0.4
Classes	20	2.9
Quality of instruction	6	0.9
Vocational opportunity	14	2.0
General education	61	8.9
Students	41	6.0
Intertribalism	33	4.8
Dating	22	3.2
Meeting new people	30	4.3
Friendliness	22	3.2
Vocational training	60	8.7
"At home" feeling	2	0.3
Food	25	3.6
Freedom	8	1.2
Dormitory life	9	1.3
Free education	8	1.2
College-like	3	0.4
Well-run	1	0.1
Location	1	0.1
Nothing	10	1.5
Everything	48	7.0
Miscellaneous	2	0.3
	689	100.0

Second comment	N	%
NA	382	55.4
Routines	1	0.1
Free time	4	0.6
Regulations	1	0.1
New rules	4	0.6
Facilities	4	0.6
Nice campus	8	1.2
Student union	4	0.6
Living conditions	2	0.3
Staff	27	3.9
Willingness to help	8	1.2
"They care"	2	0.3
Activities, sports	29	4.2
Church	3	0.4
Recreation, dances	14	2.0
Classes	11	1.6
Quality of instruction	5	0.7
Vocational opportunity	11	1.6
General education	14	2.0
Students	14	2.0
Intertribalism	21	3.1
Dating	5	0.7
Meeting new people	21	3.1
Friendliness	21	3.1
Vocational training	29	4.2
"At home" feeling	1	0.1
Food	14	2.0
Freedom	5	0.7
Dormitory life	10	1.5
Free education	6	0.9
Climate	2	0.3
Location	4	0.6
	689	100.0

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL?	N	%
NA	31	4.5
Like very much	180	26.1
Like it	404	58.6
Don't care	53	7.7
Don't like it	18	2.6
Hate it	2	0.3
Undecided	1	0.2
	689	100.0

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	67	9.7	81	11.8	131	19.0
Acoma	2	0.3	3	0.4	2	0.3
Alabama	1	0.2	1	0.1	4	0.6
Alaskan	-	- -	1	0.2	1	0.2
Aleut	4	0.6	8	1.2	3	0.4
Anadarko	1	0.2	-	- -	-	- -
Apache	21	3.1	24	3.5	17	2.5
Arapaho	12	1.7	11	1.6	8	1.2
Arikera	2	0.3	3	0.4	2	0.3
Assiniboine	1	0.2	-	- -	3	0.4
Blackfoot	9	1.3	8	1.2	9	1.3
Caddo	-	- -	1	0.1	1	0.1
Cherokee	40	6.0	45	6.5	42	6.1
Cheyenne	6	0.9	6	0.9	6	0.9
Chickasaw	1	0.2	5	0.7	3	0.3
Chippewa	15	2.2	11	1.6	5	0.7
Choctaw	38	5.5	32	4.6	34	4.9
Cochiti	1	0.2	1	0.1	2	0.3
Colville	4	0.6	1	0.1	3	0.4
Comanche	8	1.2	11	1.6	8	1.2
Cree	3	0.4	-	- -	2	0.3
Creek	50	7.3	49	7.1	45	6.5
Crow	21	3.1	11	1.6	22	3.2
Delaware	-	- -	1	0.1	-	- -
Digger	-	- -	1	0.1	-	- -
Eskimo	30	4.4	29	4.2	23	3.3
Flathead	2	0.3	3	0.4	1	0.1
Gros Ventre	7	1.0	6	0.9	5	0.7
Haida	3	0.4	4	0.6	1	0.1
Havasupai	1	0.2	1	0.1	-	- -
Hopi	47	7.0	40	5.8	33	4.8
Huolapai	1	0.2	5	0.7	2	0.3
Iowa	2	0.3	1	0.1	-	- -
Isleta	-	- -	1	0.1	-	- -
Jemez	5	0.7	7	1.0	5	0.7
Karok	-	- -	-	- -	1	0.2
Keres	3	0.4	2	0.3	2	0.3
Kickapoo	2	0.3	4	0.6	3	0.4
Kiowa	10	1.5	8	1.2	7	1.0
Laguna	5	0.7	9	1.3	9	1.3
Maricopa	4	0.6	1	0.1	3	0.4
Navajo	101	15.0	80	11.6	80	11.6
Nez Perce	3	0.4	4	0.6	5	0.7
Nooksack	-	- -	1	0.1	-	- -
Omaha	-	- -	1	0.1	1	0.1
Onondaga	2	0.3	1	0.2	2	0.3
Oneida	-	- -	-	- -	1	0.2
Papago	5	0.7	6	0.9	7	1.0
Paiute	4	0.6	7	1.0	8	1.2
Pawnee	1	0.2	2	0.3	2	0.3
Picuris	-	- -	1	0.2	-	- -

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL? (continued)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Pima	11	1.6	18	2.6	14	2.0
Ponca	4	0.6	2	0.3	4	0.6
Potawatomi	2	0.3	3	0.4	1	0.2
Pueblo	7	1.0	4	0.6	2	0.3
Quechuan	2	0.3	2	0.3	2	0.3
Quinault	1	0.2	2	0.3	-	- -
Sac and Fox	10	1.5	4	0.6	4	0.6
Sandia	1	0.2	1	0.2	3	0.4
San Felipe	-	- -	1	0.2	3	0.4
San Juan	3	0.4	4	0.6	2	0.3
Santa Clara	2	0.3	-	- -	-	- -
Santo Domingo	-	- -	1	0.2	1	0.2
Seminole	14	2.0	9	1.3	10	1.5
Shawnee	-	- -	7	1.0	5	0.7
Shoshone	15	2.2	11	1.6	10	1.5
Sioux	47	7.0	48	7.0	42	6.1
Taos	5	0.7	1	0.2	1	0.2
Tesuque	1	0.2	-	- -	-	- -
Tewa	5	0.7	4	0.6	7	1.0
Tlingit	3	0.4	3	0.4	3	0.4
Tsimshian	1	0.2	-	- -	-	- -
Ute	1	0.2	5	0.7	2	0.3
Warm Springs	-	- -	3	0.4	2	0.3
Washoe	1	0.2	3	0.4	2	0.3
Winnebago	1	0.2	1	0.2	4	0.6
Yakima	6	0.9	8	1.2	8	1.2
Yavapai	1	0.2	1	0.2	2	0.3
Zia	-	- -	1	0.2	-	- -
Other (white)	-	- -	1	0.2	1	0.2
Other (negro)	-	- -	1	0.2	-	- -
	689	99.9	689	100.0	689	100.0

DID YOU KNOW THIS FRIEND BEFORE COMING TO HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	59	8.6	71	10.3	111	16.1
Yes	200	29.0	133	19.3	90	13.1
No	430	62.4	485	70.4	488	70.8
	689	100.0	689	100.0	689	100.0

HOW OFTEN DO YOU ATTEND CHURCH IN LAWRENCE?	N	%
NA	10	1.5
More than once a week	46	6.7
Once a week	191	27.7
Once a month	63	9.1
Sometimes	197	28.6
Never	182	26.4
	689	100.0

THE SAME DENOMINATION THAT YOU ATTEND AT HOME?	N	%
NA	158	22.9
Yes	360	52.3
No	171	24.8
	689	100.0

WHAT DO YOU DO IN YOUR FREE TIME?

First mention	N	%
NA/DK	90	13.0
Sports	137	19.9
Hobbies	39	5.7
Radio;TV;records	61	8.9
Dancing	7	1.0
Sleep;relax	50	7.3
Read or study	98	14.2
Write letters	11	1.6
Go to town;travel	47	6.8
Be alone; daydream	24	3.5
"mess around" with friends	35	5.1
Dating	11	1.6
Outside activities	3	0.4
Community work	4	0.6
Drink	2	0.3
Eat	1	0.1
Work (part-time)	31	4.5
Have fun	9	1.3
Indian ceremonials	3	0.4
Church	1	0.1
Anything	22	3.1
Depends	3	0.4
	689	99.9

Second mention	N	%
NA	388	56.3
Sports	40	5.8
Hobbies	22	3.2
Radio;TV;records	44	6.4
Dancing	8	1.2
Sleep;relax	30	4.3
Read or study	52	7.5
Write letters	10	1.5
Go to town;travel	19	2.8
Be alone;daydream	25	3.6
"mess around" with friends	21	3.0
Dating	11	1.6
Drink	4	0.6
Eat	4	0.6
Work (part-time)	9	1.3
Have fun	2	0.3
	689	100.0

WHY DO YOU GO TO CHURCH WHEN AT HASKELL?

	N	%
NA/DK	281	40.8
Obligation	33	4.8
Learning about God	39	5.7
Closeness to God	28	4.1
Love and worship God	43	6.2
Personal reason	58	8.4
Have sins forgiven; salvation	18	2.6
I feel like going	53	7.7
Self-understanding	10	1.5
To kill time	11	1.6
Receive sacraments	5	0.7
Moral instruction	4	0.6
Services	3	0.4
Song services	11	1.6
Preaching	9	1.3
"Americanization"	1	0.1
Refreshments, socials	11	1.6
Habit from home	69	10.0
Miscellaneous	2	0.3
	689	100.0

PRESENT STATE OF RESIDENCE

	N	%
NA	9	1.3
Alaska	42	6.1
Arizona	162	23.5
California	16	2.3
Colorado	3	0.4
Florida	1	0.1
Idaho	3	0.4
Iowa	3	0.4
Kansas	9	1.3
Michigan	1	0.2
Minnesota	12	1.8
Mississippi	3	0.4
Montana	43	6.3
Nebraska	4	0.6
Nevada	21	3.1
New Mexico	95	13.8
New York	1	0.2
North Carolina	13	1.9
North Dakota	7	1.0
Oklahoma	153	22.2
Oregon	9	1.3
South Dakota	23	3.3
Tennessee	1	0.2
Texas	9	1.3
Utah	11	1.6
Washington	17	2.5
Wisconsin	3	0.4
Wyoming	15	2.2
	689	100.0

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

First place mentioned	N	%
Specific city		
Albuquerque	14	2.0
Chicago	3	0.4
Dallas	12	1.7
Denver	21	3.0
Detroit	1	0.1
Fairbanks	1	0.2
Juneau	1	0.2
Kansas City	1	0.1
Lawrence	1	0.2
Los Angeles	13	1.9
Milwaukee	1	0.1
Minneapolis	2	0.3
Oklahoma City	10	1.5
Phoenix	13	1.9
Sacramento	1	0.2
Salt Lake City	3	0.4
San Diego	1	0.2
San Francisco	6	0.9
San Jose	4	0.6
Seattle	6	0.9
Tulsa	7	1.0
Washington, D. C.	9	1.3
	131	19.1
Other places		
Overseas	7	1.0
Job-affiliated	3	0.4
In the city	4	0.6
In a small city	1	0.2
Midwest	2	0.3
South	2	0.3
Southwest	3	0.4
West coast	3	0.4
Anywhere	8	1.2
Reservation	1	0.1
Where job sends me	7	1.0
	41	5.9

	N	%
Specific state		
Alaska	29	4.2
Arizona	65	9.4
Arkansas	1	0.2
California	81	11.8
Colorado	22	3.2
Florida	2	0.3
Hawaii	2	0.3
Idaho	3	0.4
Kansas	9	1.3
Massachusetts	2	0.3
Michigan	1	0.2
Minnesota	5	0.7
Mississippi	1	0.1
Montana	26	3.8
Nebraska	2	0.3
Nevada	7	1.0
New Mexico	41	6.0
North Carolina	7	1.0
North Dakota	1	0.1
Oklahoma	69	10.0
Oregon	3	0.4
South Dakota	2	0.3
Texas	9	1.3
Utah	3	0.4
Virginia	1	0.2
Washington	14	2.0
West Virginia	1	0.2
Wyoming	3	0.4
	413	59.8
Other responses		
NA	67	9.7
Undecided	37	5.4
	104	15.1
Totals	689	99.9

Second place mentioned	N	%
Specific state		
Alaska	1	0.2
Arizona	4	0.6
California	20	2.9
Colorado	4	0.4
Minnesota	1	0.2
Montana	1	0.2
Nevada	1	0.1
New Mexico	5	0.7
New York	1	0.2
North Dakota	2	0.3
Oklahoma	4	0.6
Oregon	5	0.7
Texas	1	0.1
Utah	1	0.1
Washington	2	0.3
Wyoming	2	0.3
	55	7.9

	N	%
Specific city		
Anchorage	1	0.1
Dallas	1	0.2
Denver	2	0.3
Kansas City	1	0.1
Oklahoma City	1	0.2
Phoenix	2	0.3
Seattle	1	0.1
Tulsa	1	0.2
	10	1.5
Other responses		
NA	624	90.5
Totals	689	99.9

WHAT KIND OF WORK DO YOU WANT TO DO?

	N	%
NA	83	12.0
Auto mechanics	65	9.4
Baking	9	1.3
Business	244	35.4
Cooking	14	2.0
Carpentry	21	3.1
Costume shop	10	1.5
Dental assistant	2	0.3
Dormitory management	7	1.0
Electronics	15	2.2
Electricity	10	1.5
Food Service	4	0.6
Home decoration	1	0.2
Machine shop	16	2.3
Masonry	12	1.7
Painting	9	1.3
Practical nursing	42	6.1
Printing	15	2.2
Technical drafting	2	0.3
Welding	14	2.0
Peace Corps, Vista	5	0.7
Further education	8	1.2
Labor, construction	7	1.0
Demolition expert	1	0.2
Government work	4	0.6
Stewardess	4	0.6
Engineering	1	0.1
Forestry	3	0.4
Politics, Law	2	0.3
BLM	1	0.1
Computer programming	2	0.3
Ranching, farming	4	0.6
Teaching	2	0.3
Beautician	2	0.3
Housewife	3	0.4
Factory work	2	0.3
Armed forces	3	0.4
Undecided	26	3.8
Anything	12	1.7
None	2	0.3
	689	100.0

INDIAN STUDENTS AT HASKELL INSTITUTE
(Males only)
(N = 318)[1]

TRIBAL AFFILIATION	N	%
NA	12	318
Acoma	1	0.3
Alabama	1	0.3
Aleut	1	0.3
Apache	11	3.5
Arapaho	1	0.3
Arikera	3	1.0
Blackfoot	3	1.0
Caddo	2	0.6
Cherokee	16	5.0
Cheyenne	1	0.3
Chickasaw	1	0.3
Chippewa	10	3.1
Choctaw	11	3.5
Cochiti	1	0.3
Colville	1	0.3
Comanche	3	1.0
Cree	1	0.3
Creek	18	5.7
Crow	9	2.8
Eskimo	16	5.0
Flathead	2	0.6
Havasupai	1	0.3
Hopi	29	9.1
Huolapai	2	0.6
Iowa	1	0.3
Jemez	4	1.3
Kickapoo	1	0.3
Kiowa	1	0.3
Laguna	4	1.3
Lummi	1	0.3
Maricopa	1	0.3
Navaho	76	23.9
Onondaga	1	0.3
Papago	3	1.0
Paiute	3	1.0
Pawnee	2	0.6
Picuris	1	0.3
Pima	4	1.3
Sauk and Fox	1	0.3
Santo Domingo	2	0.6
Seminole	6	1.9
Shawnee	1	0.3
Shoshone	8	2.5
Sioux	16	5.0
Taos	2	0.6
Tewa	1	0.3
Tlingit	8	2.5
Ute	3	1.0
Warm Springs	1	0.3
Washoe	3	1.0
Yakima	3	1.0
Yuma	1	0.3
Zia	1	0.3
	318	100.1

STATE OF BIRTH	N	%
NA	4	1.3
Alaska	25	7.9
Arizona	109	34.3
Arkansas	1	0.3
California	2	0.6
Indiana	1	0.3
Minnesota	6	1.9
Mississippi	1	0.3
Montana	22	6.9
Nevada	11	3.5
New Mexico	36	11.3
North Carolina	5	1.6
North Dakota	5	1.6
Oklahoma	60	18.9
Oregon	2	0.6
South Dakota	10	3.1
Texas	3	0.9
Utah	4	1.3
Washington	5	1.6
Wisconsin	2	0.6
Wyoming	2	0.6
	318	100.0

BROUGHT UP BY	N	%
NA	10	3.1
Mother only	42	13.2
Father only	7	2.2
Both parents	238	74.8
Grandparents	17	5.4
Aunt or uncle	2	0.6
Other relative	1	0.3
Non-relative	1	0.3
	318	99.9

[1] The previously reported total number of respondents (689) included eight persons for whom sex is not known. Hence, the sum of males and females is 681.

LANGUAGE USUALLY SPOKEN AT HOME

	N	%
NA	5	1.6
English	93	29.2
Indian	125	39.3
Both	95	29.9
	318	100.0

LIKE OR DISLIKE GOING TO CHURCH WHEN A CHILD

	N	%
NA	8	2.5
Liked very much	87	27.4
Liked somewhat	162	50.9
Didn't care	46	14.5
Didn't like it	13	4.1
Hated it	2	0.6
	318	100.0

DID YOU GO TO BOARDING SCHOOL?

	N	%
Yes	175	55.0
No	143	45.0
	318	100.0

SPECIAL GROUP FO FRIENDS IN GRADE SCHOOL

	N	%
Yes	218	68.6
No	97	30.5
NA	3	0.9
	318	100.0

WERE THESE FRIENDS NEIGHBORS FROM HOME?

	N	%
NA	32	10.1
Yes	174	54.7
No	112	35.2
	318	100.0

WHEN A CHILD, WENT TO CHURCH

	N	%
NA	2	0.6
Several times a week	68	21.4
Once a week	121	38.0
Once a month	8	2.5
Sometimes	95	29.9
Never	24	7.6
	318	100.0

PARTICIPATION IN ACTIVITIES (Multiple answers possible)

	N	%
Powwow	125	39.3
Indian fair	115	36.2
Tribal ceremonies	122	38.4
All-night singing	103	32.4
Movies	190	59.8
Sports	236	74.2
Dances other than Indian	179	56.3
Other	93	29.3
	1163	365.9

WHAT GRADES AT BOARDING SCHOOL?

	N	%
NA	160	50.3
1 - 3	11	3.5
4 - 6	4	1.2
7 - 9	4	1.2
10 - 12	35	11.0
9 - 12	52	16.3
1 - 12	46	14.7
1 - 9	4	1.2
Grade school and senior high	2	0.6
	318	100.0

WERE THESE GRADE SCHOOL FRIENDS MOSTLY RELATIVES?

	N	%
Yes	109	34.3
No	174	54.7
NA	35	11.0
	318	100.0

WERE THESE FRIENDS MOSTLY INDIAN OR ESKIMO?

	N	%
NA	37	11.6
Yes	187	58.8
No	94	29.6
	318	100.0

SPECIAL GROUP OF FRIENDS IN HIGH SCHOOL

	N	%
NA	4	1.3
Yes	245	77.0
No	69	21.7
	318	100.0

WERE THESE THE SAME PERSONS AS IN GRADE SCHOOL?

	N	%
NA	20	6.3
Yes	91	28.6
No	207	65.1
	318	100.0

WERE THESE FRIENDS MOSTLY INDIAN OR ESKIMO?

	N	%
NA	29	9.1
Yes	189	59.4
No	100	31.5
	318	100.0

WHAT YEAR AT HASKELL INSTITUTE?

	N	%
NA	4	1.2
First	205	64.5
Second	103	32.4
Third	6	1.9
	318	100.0

AGES IN LIFE WHEN VERY SAD
(Multiple answers possible)

	N	%
4 - 7	57	17.9
8 - 12	64	20.1
13 - 15	76	23.9
16 - 18	56	17.6
	253	79.5

AGES IN LIFE WHEN VERY HAPPY
(Multiple answers possible)

	N	%
4 - 7	159	50.0
8 - 12	167	52.5
13 - 15	189	59.4
16 - 18	233	73.3
	746	235.2

STATE OF RESIDENCE

	N	%
NA	5	1.6
Alaska	23	7.2
Arizona	94	29.6
California	7	2.2
Colorado	2	0.6
Kansas	1	0 .3
Minnesota	6	1.9
Mississippi	1	0.3
Montana	21	6.6
Nevada	13	4.1
New Mexico	36	11.3
North Carolina	4	1.3
North Dakota	4	1.3
Oklahoma	61	19.2
Oregon	3	0.9
South Dakota	12	3.8
Texas	5	1.6
Utah	8	2.5
Washington	6	1.9
Wisconsin	3	0.9
Wyoming	3	0.9
	318	100.0

VOCATION STUDIED AT HASKELL

	N	%
NA	3	0.9
Auto mechanics	88	27.7
Baking	13	4.1
Business	56	17.6
Cooking	3	0.9
Carpentry	28	8.8
Dormitory management	1	0.3
Electricity	14	4.4
Electronics	19	6.0
Machine shop	25	7.9
Masonry	18	5.7
Painting	13	4.1
Practical nursing	3	0.9
Printing	13	4.1
Welding	21	6.6
	318	100.0

WHAT DO YOU DISLIKE ABOUT HASKELL INSTITUTE?

First comment	N	%	Second comment	N	%
No answer	52	16.4	No answer	234	73.6
No complaint	46	14.5	No free periods	1	0.3
Routines	2	0.6	Details	5	1.6
Waiting to eat	1	0.3	Regulations	9	2.8
No free periods	1	0.3	Too lax	1	0.3
Details	11	3.5	Checking in and out	9	2.8
Getting up early	3	0.9	Overprotective	4	1.3
Regulations	32	10.1	Facilities	1	0.3
Too lax	1	0.3	Food	5	1.6
Checking in and out	37	11.6	Crowded	1	0.3
Overprotective	4	1.3	Climate	3	1.0
Anti-drinking rule	1	0.3	Staff	5	1.6
Facilities	2	0.6	Lectures on rule-breaking	3	1.0
Food	12	3.8	Oversupervision	2	0.6
Far from home	1	0.3	Lack of understanding of Indians	3	1.0
Crowded	1	0.3	Activities	1	0.3
Climate	8	2.5	Not enough recreation facilities	9	2.8
Staff	13	4.1	Academic	3	1.0
Oversupervision	5	1.6	Low quality of teaching	1	0.3
Lack of understanding of Indians	1	0.3	Drinking	4	1.3
Boring weekends	6	1.9	Impoliteness	2	0.6
Academic	4	1.3	Tribalism	1	0.3
Low quality teaching	2	0.6	Gossip, fighting	1	0.3
Low standards	1	0.3	Dormitory life	5	1.6
Other students	3	0.9	Misconduct	4	1.3
Impoliteness	2	0.6	Miscellaneous	1	0.3
Drinking	17	5.4		318	100.1
Tribalism (cliques)	4	1.3			
Gossip, fighting	3	0.9			
Dormitory life	4	1.3			
Mosconduct	6	1.9			
Opposite sex	4	1.3			
Everything	5	1.6			
Miscellaneous	4	1.3			
	318	100.0			

WHAT DO YOU LIKE ABOUT HASKELL?

First comment	N	%	Second comment	N	%
No answer	55	17.3	No answer	210	66.0
Everything	20	6.3	Routines	1	0.3
Don't know	2	0.6	Free time	2	0.6
Routines	1	0.3	Regulations	1	0.3
Free time	13	4.1	New rules	1	0.3
Holidays	2	0.6	Facilities	2	0.6
New rules	6	1.9	Nice campus	3	1.0
Facilities	1	0.3	Living conditions	1	0.3
Nice campus	2	0.6	Staff	7	2.2
Student union	2	0.6	Activities	14	4.4
Staff	3	1.0	Recreation, dances	7	2.2
Activities	25	7.9	Classes	2	0.6

WHAT DO YOU LIKE ABOUT HASKELL? (continued)

First comment	N	%	Second comment	N	%
Willingness to help	1	0.3	Quality of instruction	1	0.3
Recreation, dances	8	2.5	Vocational opportunity	6	1.9
Academic	1	0.3	General education	3	1.0
Classes	6	1.9	Students	3	1.0
Vocational opportunity	6	1.9	Intertribalism	3	1.0
General education	27	8.5	Opposite sex	3	1.0
Students	15	4.7	Meeting new people	6	1.9
Intertribalism	11	3.5	Friendliness	3	0.9
Opposite sex	21	6.6	Vocational training	13	4.1
Meeting new people	14	4.4	Food	11	3.5
Friendliness	4	1.3	"At home" feeling	1	0.3
Vocational training	30	9.4	Freedom	1	0.3
"At home" feeling	2	0.6	Dormitory life	3	1.0
Food	21	6.6	Free education	5	1.6
Freedom	4	1.3	Climate	1	0.3
Dormitory life	1	0.3	College-like	2	0.6
Free education	2	0.6	Location	2	0.6
College-like	1	0.3		318	100.1
Well-run	1	0.3			
Location	1	0.3			
Nothing					
Miscellaneous	1	0.3			
	318	99.9			

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL INSTITUTE?

	N	%
NA	12	3.8
Like it very much	70	22.0
Like it	193	60.7
Don't care	30	9.4
Don't like it	11	3.5
Hate it	1	0.3
Ambivalent	1	0.3
	318	100.0

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
No answer	49	15.5	55	17.3	79	24.8
Acoma	1	0.3	-	- -	-	- -
Alabama	1	0.3	1	0.3	2	0.6
Aleut	1	0.3	3	1.0	-	- -
Apache	8	2.5	15	4.7	7	2.2
Arapahoe	1	0.3	2	0.6	1	0.3
Assiniboine	-	- -	-	- -	1	0.3
Blackfoot	2	0.6	4	1.3	1	0.3
Caddo	-	- -	1	0.3	-	- -
Cherokee	16	5.0	19	6.0	20	6.3
Cheyenne	2	0.6	1	0.3	-	- -
Chickasaw	-	- -	2	0.6	3	0.9
Chippewa	10	3.1	6	1.9	4	1.3

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL? (continued)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Choctaw	10	3.1	9	2.8	11	3.5
Cochiti	-	- -	1	0.3	2	0.6
Colville	2	0.6	-	- -	1	0.3
Comanche	3	1.0	4	1.3	3	0.9
Cree	2	0.6	-	- -	-	- -
Creek	20	6.3	19	6.0	17	5.4
Crow	11	3.5	3	1.0	11	3.5
Eskimo	19	6.0	14	4.4	11	3.5
Flathead	-	- -	2	0.6	1	0.3
Grow Ventre	2	0.6	1	0.3	2	0.6
Havasupai	1	0.3	1	0.3	-	- -
Hopi	23	7.2	22	6.9	16	5.0
Huolapai	1	0.3	2	0.6	1	0.3
Iowa	2	0.6	1	0.3	-	- -
Jemez	4	1.3	5	1.6	5	1.6
Kickapoo	-	- -	-	- -	1	0.3
Kiowa	2	0.6	5	1.6	5	1.6
Laguna	3	1.0	2	0.6	5	1.6
Maricopa	2	0.6	1	0.3	2	0.6
Navajo	53	16.7	42	13.2	46	14.5
Nez Perce	-	- -	2	0.6	1	0.3
Omaha	-	- -	1	0.3	-	- -
Onondaga	-	- -	1	0.3	1	0.3
Papago	3	1.0	2	0.6	2	0.6
Paiute	2	0.6	1	0.3	5	1.6
Pawnee	1	0.3	2	0.6	1	0.3
Picuris	-	- -	1	0.3	-	- -
Pima	1	0.3	5	1.6	5	1.6
Ponca	2	0.6	-	- -	-	- -
Pueblo	3	1.0	-	- -	1	0.3
Quechuan	2	0.6	1	0.3	-	- -
Quinault	-	- -	2	0.6	-	- -
Sauk and Fox	3	1.0	1	0.3	-	- -
San Juan	1	0.3	-	- -	-	- -
Sandia	-	- -	-	- -	1	0.3
Santa Clara	2	0.6	-	- -	-	- -
Santo Domingo	-	- -	1	0.3	1	0.3
Seminole	8	2.5	3	1.0	2	0.6
Shawnee	-	- -	2	0.6	3	1.0
Shoshone	8	2.5	3	1.0	3	1.0
Sioux	20	6.3	27	8.5	21	6.6
Taos	2	0.6	1	0.3	1	0.3
Tewa	1	0.3	-	- -	1	0.3
Tlingit	3	1.0	3	1.0	3	1.0
Ute	-	- -	5	1.6	2	0.6
Warm Springs	-	- -	2	0.6	1	0.3
Washoe	1	0.3	3	1.0	2	0.6
Yakima	4	1.3	4	1.3	3	1.0
Yavapai	-	- -	1	0.3	-	- -
Zia	-	- -	1	0.3	-	- -
	318	99.9	318	100.0	318	100.0

DID YOU KNOW THIS PERSON BEFORE COMING TO HASKELL INSTITUTE?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
No answer	44	13.8	50	15.7	64	20.1
Yes	88	27.7	74	23.3	48	15.1
No	186	58.5	194	61.0	206	64.8
	318	100.0	318	100.0	318	100.0

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

First mention	N	%	Second mention	N	%
NA/DK	48	15.1	NA/DK	193	60.7
Sports	74	23.3	Sports	18	5.7
Hobbies	17	5.4	Hobbies	11	3.5
Listen to radio or records;watch TV	31	9.7	Listen to radio or records;watch TV	15	4.7
Dancing	1	0.3	Dancing	3	0.9
Sleep; relax	24	7.5	Sleep; relax	13	4.1
Read or study	36	11.3	Read or study	18	5.7
Write letters	5	1.6	Write letters	3	0.9
Go to town;travel	14	4.4	Go to town;travel	10	3.1
Be alone;daydream	4	1.3	Be alone;daydream	8	2.5
"Mess around" with friends	15	4.7	"Mess around" with friends	8	2.5
Dating	9	2.8	Dating	9	2.8
Outside activities	1	0.3	Outside activities	0	0.0
Community work	1	0.3	Eat	1	0.3
Drink	2	0.6	Drink	4	1.3
Work (part-time)	17	5.4	Work (part-time)	2	0.6
Have fun	4	1.3	Have fun	2	0.6
Indian ceremonies	1	0.3	Indian ceremonies	0	0.0
Depends	1	0.3	Depends	0	0.0
Anything	13	4.1	Anything	0	0.0
	318	100.1		318	99.9

HOW OFTEN DO YOU ATTEND CHURCH IN LAWRENCE?

	N	%
NA	3	0.9
More than once a week	12	3.8
Once a week	71	22.3
Once a month	28	8.8
Sometimes	83	26.1
Never	121	38.1
	318	100.0

THE SAME CHURCH YOU ATTENDED AT HOME?

	N	%
NA	97	30.5
Yes	133	41.8
No	88	27.7
	318	100.0

WHY DO YOU GO TO CHURCH?

	N	%		N	%
NA/DK	169	53.2	To kill time	9	2.8
Obligation	8	2.5	Receive sacraments	1	0.3
Learning about God	18	5.7	Moral instruction	3	1.0
Closeness to God	12	3.8	Services	2	0.6
Worship God	15	4.7	Singing	2	0.6
Personal reasons	16	5.1	Preaching	3	1.0
Save soul	11	3.5	Habit from home	22	6.9
I like to go	18	5.7	"Americanization"	1	0.3
Self-understanding	3	1.0	Socializing	4	1.3
				318	99.9

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

First place mentioned	N	%
Specific city		
Albuquerque	4	1.3
Chicago	1	0.3
Dallas	5	1.6
Denver	8	2.6
Detroit	1	0.3
Lawrence	1	0.3
Los Angeles	8	2.6
Milwaukee	1	0.3
Minneapolis	2	0.6
Oklahoma City	5	1.6
Phoenix	8	2.6
Salt Lake City	1	0.3
San Diego	1	0.3
San Francisco	3	1.0
San Jose	1	0.3
Seattle	2	0.6
Tulsa	1	0.3
Washington, D. C.	1	0.3
	54	16.9
Other places		
Overseas	7	2.2
Where job sends me	2	0.6
Job-affiliated	3	1.0
In the city	2	0.6
In a small city	1	0.3
Midwest	1	0.3
South	2	0.6
Southwest	1	0.3
West coast	2	0.6
Reservation	1	0.3
Anywhere	7	2.2
	29	9.0

	N	%
Specific state		
Alaska	13	4.1
Arizona	34	10.7
California	34	10.7
Colorado	12	3.8
Hawaii	2	0.6
Idaho	1	0.3
Kansas	3	1.0
Massachusetts	1	0.3
Minnesota	3	1.0
Montana	15	4.7
Nebraska	1	0.3
Nevada	2	0.6
New Mexico	11	3.5
North Carolina	2	0.6
Oklahoma	25	7.9
Oregon	2	0.6
South Dakota	1	0.3
Texas	5	1.6
Utah	3	1.0
Washington	5	1.6
Wisconsin	1	0.3
	176	55.5
Other responses		
Undecided	23	7.2
NA	36	11.3
	59	18.5
Totals	318	99.9

Second place mentioned	N	%
Specific state		
Arizona	2	0.6
California	8	2.6
Colorado	1	0.3
Nevada	1	0.3
Oregon	1	0.3
Utah	1	0.3
Washington	2	0.6
Wyoming	1	0.3
	17	5.3

	N	%
Specific city		
Dallas	1	0.3
Kansas City	1	0.3
	2	0.6
Other responses		
NA	299	94.0
Totals	318	99.9

WHAT KIND OF WORK WOULD YOU LIKE TO DO?

	N	%
No answer	44	13.8
Undecided	10	3.1
None	1	0.3
Anything	9	2.9
Auto mechanics	63	19.8
Baking	9	2.9
Business	41	12.9
Cooking	3	1.0
Carpentry	21	6.6
Dormitory management	1	0.3
Electronics	15	4.7
Electricity	10	3.1
Machine shop	16	5.0
Masonry	12	3.8
Painting	8	2.5
Practical nursing	1	0.3
Printing	10	3.1
Technical drafting	2	0.6
Welding	14	4.4
Further education	3	1.0
Construction	5	1.6
Demolition	1	0.3
Government	2	0.6
Engineering	1	0.3
Forestry	3	1.0
Politics, Law	2	0.6
BLM	1	0.3
Computer work	2	0.6
Ranching, farming	4	1.3
Teaching	1	0.3
Armed forces	3	1.0
	318	100.0

INDIAN STUDENTS AT HASKELL INSTITUTE
(Females only)
(N = 363)[1]

TRIBAL AFFILIATION	N	%
NA	6	1.6
Acoma	1	0.3
Aleut	4	1.1
Apache	11	3.0
Arapaho	10	2.8
Arikera	2	0.5
Athabascan	2	0.5
Blackfoot	5	1.4
Cherokee	26	7.2
Cheyenne	5	1.4
Chickasaw	1	0.3
Chippewa	5	1.4
Choctaw	26	7.2
Cochiti	1	0.3
Colville	2	0.5
Comanche	4	1.1
Creek	32	8.8
Crow	7	1.9
Eskimo	13	3.6
Flathead	1	0.3
Gros Ventre	3	0.8
Haida	3	0.8
Hopi	14	3.9
Huolapai	1	0.3
Keres	3	0.8
Kickapoo	3	0.8
Kiowa	5	1.4
Laguna	5	1.4
Maricopa	1	0.3
Navaho	56	15.4
Nez Perce	4	1.1
Nooksack	1	0.3
Omaha	1	0.3
Onondaga	2	0.5
Papago	6	1.6
Paiute	4	1.1
Pima	13	3.4
Ponca	2	0.5
Potawatomi	3	0.8
Pueblo	3	0.8
Quechuan	1	0.3
Quinault	2	0.5
Sauk and Fox	5	1.4
Sandia	1	0.3
San Felipe	1	0.3
San Juan	1	0.3
Santa Anna	1	0.3
Seminole	8	2.2
Shawnee	1	0.3
Shoshone	10	2.8
Sioux	17	4.7
Tewa	10	2.8
Winnebago	2	0.5
Yakima	4	1.1
Yavapai	1	0.3
Other (White)	1	0.3
	363	100.0

STATE OF BIRTH	N	%
NA	1	0.3
Alaska	21	5.8
Arizona	68	18.7
California	4	1.1
Colorado	1	0.3
Florida	1	0.3
Idaho	2	0.5
Iowa	3	0.8
Kansas	6	1.6
Michigan	1	0.3
Minnesota	3	0.8
Missouri	1	0.3
Montana	21	5.8
Nebraska	3	0.8
Nevada	9	2.5
New Mexico	59	16.3
New York	1	0.3
North Carolina	11	3.0
North Dakota	4	1.1
Oklahoma	98	27.0
Oregon	3	0.8
South Dakota	11	3.0
Texas	1	0.3
Utah	1	0.3
Washington	13	3.6
Wyoming	12	3.3
Out of United States	1	0.3
Mississippi	3	0.8
	363	100.0

[1] The previously reported total number of respondents (689) included eight persons for whom sex is not known. Hence, the sum of males and females is only 681.

BROUGHT UP BY

	N	%
NA	5	1.4
Mother only	74	20.4
Father only	4	1.1
Both parents	245	67.5
Grandparents	17	4.7
Sibling	2	0.5
Aunt or uncle	13	3.6
Nonrelative	2	0.5
Institution	1	0.3
	363	100.0

LANGUAGE USUALLY SPOKEN AT HOME

	N	%
NA	2	0.5
English	147	40.5
Indian	104	28.7
Both	110	30.3
	363	100.0

HOW OFTEN DID YOU GO TO CHURCH WHEN AT HOME

	N	%
NA	6	1.6
Several times a week	105	28.9
Once a week	160	44.1
Once a month	13	3.6
Sometimes	71	19.6
Never	8	2.2
	363	100.0

LIKE OR DISLIKE GOING TO CHURCH WHEN A CHILD

	N	%
NA	10	2.8
Liked very much	199	54.8
Liked somewhat	135	37.2
Didn't care	11	3.0
Didn't like it	7	1.9
Hated it	1	0.3
	363	100.0

PARTICIPATION IN ACTIVITIES
(Multiple answers possible)

	N	%
Powwow	126	34.7
Indian fair	109	30.0
Tribal ceremonies	133	36.6
All-night singing	103	28.4
Movies	240	66.1
Sports	243	66.9
Dances other than Indian	243	66.9
Other	74	20.4
	1168	350.0

IF YOU WENT TO BOARDING SCHOOL, FOR WHAT GRADES?

	N	%
NA	206	56.7
1 - 3	7	1.9
4 - 6	5	1.4
7 - 9	10	2.8
10 - 12	29	8.0
9 - 12	53	14.6
1 - 12	40	11.0
1 - 9	10	2.8
Grade school & senior high	3	0.8
	363	100.0

SPECIAL FRIENDS IN GRADE SCHOOL?

	N	%
NA	5	1.4
Yes	281	77.4
No	77	21.2
	363	100.0

DID YOU GO TO A BOARDING SCHOOL?

	N	%
NA	1	0.3
Yes	161	44.3
No	201	55.4
	363	100.0

WERE THESE FRIENDS MOSTLY INDIAN OR ESKIMO?

	N	%
NA	43	11.8
Yes	214	59.0
No	106	29.2
	363	100.0

WERE THESE FRIENDS MOSTLY RELATIVES?

	N	%
NA	56	15.4
Yes	104	28.7
No	203	55.9
	363	100.0

WERE THESE GRADE SCHOOL FRIENDS NEIGHBORS FROM HOME?	N	%
NA	42	11.6
Yes	192	52.9
No	129	35.5
	363	100.0

WERE THESE THE SAME PERSONS AS IN GRADE SCHOOL?	N	%
NA	26	7.2
Yes	81	22.3
No	256	70.5
	363	100.0

AGES IN LIFE WHEN VERY HAPPY (multiple answers possible)	N	%
4 - 7	184	50.7
8 - 12	178	49.0
13 - 15	194	53.4
16 - 18	249	68.6
	805	221.7

STATE OF RESIDENCE	N	%
NA	3	0.8
Alaska	19	5.2
Arizona	66	18.2
California	8	2.2
Colorado	1	0.3
Florida	1	0.3
Idaho	3	0.8
Iowa	3	0.8
Kansas	8	2.2
Michigan	1	0.3
Minnesota	5	1.4
Mississippi	2	0.5
Montana	21	5.8
Nebraska	4	1.1
Nevada	8	2.2
New Mexico	59	16.3
New York	1	0.3
North Carolina	9	2.5
North Dakota	3	0.8
Oklahoma	92	25.3
Oregon	6	1.7
South Dakota	11	3.0
Tennessee	1	0.3
Texas	3	0.8
Utah	3	0.8
Washington	10	2.8
Wyoming	12	3.3
	363	100.0

SPECIAL GROUP OF FRIENDS IN HIGH SCHOOL?	N	%
NA	4	1.1
Yes	297	81.8
No	62	17.1
	363	100.0

WERE THESE HIGH SCHOOL FRIENDS MOSTLY INDIAN OR ESKIMO?	N	%
NA	28	7.7
Yes	238	65.6
No	97	26.7
	363	100.0

AGES IN LIFE WHEN VERY SAD (multiple answers possible)	N	%
4 - 7	39	10.7
8 - 12	82	22.6
13 - 15	97	26.7
16 - 18	105	28.9
	323	88.9

YEAR AT HASKELL	N	%
NA	1	0.3
First	228	62.8
Second	127	35.0
Third	7	1.9
	363	100.0

VOCATION STUDIED AT HASKELL	N	%
NA	4	1.1
Business	240	66.1
Cooking	13	3.6
Costume shop	27	7.4
Dormitory management	6	1.7
Food service	6	1.7
Home decorator	13	3.6
Practical nursing	43	11.8
Printing	11	3.0
	363	100.0

WHAT DO YOU DISLIKE ABOUT HASKELL INSTITUTE?

First comment	N	%
NA	41	11.3
Don't know	1	0.3
Everything	1	0.3
No complaints	48	13.2
Routines	1	0.3
Waiting to eat	3	0.8
No free periods	3	0.8
Details	12	3.3
Getting up early	7	1.9
Unfairness	2	0.5
Regulations	33	9.1
Checking in & out	26	7.2
Overprotective	3	0.8
Food	9	2.5
Far from home	8	2.2
Crowded	4	1.1
Climate	21	5.8
Staff	8	2.2
Lectures on rule-breaking	1	0.3
Oversupervision	7	1.9
Lack of understanding of Indians	5	1.4
Activities	2	0.5
Insufficient activity	14	3.9
Quality of religious services	1	0.3
Boring weekends	12	3.3
Academic	7	1.9
Low quality of teaching	3	0.8
Low standards	1	0.3
Students	4	1.1
Drinking	38	10.7
Impoliteness	3	0.8
Student apathy	5	1.4
Tribalism (cliques)	3	0.8
Gossip, fighting	8	2.2
Misconduct	10	2.8
Dormitory life	4	1.1
New rules	1	0.3
Miscellaneous	2	0.5
	363	99.9

Second comment	N	%
NA	256	70.5
No complaints	1	0.3
Details	9	2.5
Regulations	8	2.2
Checking in & out	9	2.5
Overprotective	4	1.1
Food	8	2.2
Far from home	2	0.5
Crowded	3	0.8
Climate	2	0.5
Staff	6	1.7
Lecturing on rule-breaking	2	0.5
Oversupervision	6	1.7
Lack of understanding of Indians	2	0.5
Activities	2	0.5
Insufficient activity	5	1.4
Boring weekends	4	1.1
Students	4	1.1
Drinking	12	3.3
Impoliteness	2	0.5
Student apathy	1	0.3
Tribalism (cliques)	4	1.1
Gossip, fighting	8	2.2
Dormitory life	1	0.3
Misconduct	2	0.5
	363	99.9

WHAT DO YOU LIKE ABOUT HASKELL INSTITUTE?

First comment	N	%
NA/DK	48	13.2
Everything	26	7.2
Nothing	1	0.3
Free time	3	0.8
Holidays	1	0.3
Regulations	2	0.5
New rules	5	1.4
Facilities	1	0.3

Second comment	N	%
NA	166	45.7
Free time	2	0.6
New rules	3	0.8
Facilities	1	0.3
Nice campus	5	1.4
Student union	4	1.1
Staff	20	5.5
Willingness to help	8	2.2

WHAT DO YOU LIKE ABOUT HASKELL INSTITUTE? (cont.)

First comment	N	%
Nice campus	9	2.5
Staff	22	6.1
Willingness to help	2	0.5
Flexibility	1	0.3
Activities, sports	29	8.0
Church	2	0.5
Recreation	12	3.3
Academic	2	0.5
Classes	13	3.6
Quality of instruction	6	1.6
Vocational opportunity	8	2.2
General education	32	8.8
Students	26	7.2
Intertribalism	22	6.1
Danting	1	0.3
New people	16	4.4
Friendliness	18	5.0
Training	30	8.3
Food	4	1.1
Freedom	4	1.1
College-like	2	0.5
Dormitory life	8	2.2
Miscellaneous	1	0.3
	363	100.0

Second comment	N	%
"They care"	3	0.8
Activities, sports	14	3.9
Church	3	0.8
Recreation, dances	7	1.9
Classes	9	2.5
Quality of instruction	4	1.1
Vocational opportunity	5	1.4
General education	11	3.0
Students	11	3.0
Intertribalism	18	5.0
Dating	2	0.6
New people	15	4.1
Friendliness	18	5.0
Training	16	4.4
Food	3	0.8
Freedom	4	1.1
Dormitory life	7	1.9
Free education	1	0.3
Climate	1	0.3
Location	2	0.6
	363	100.1

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL?

	N	%
NA	17	4.7
Like it very much	108	29.8
Like it	207	57.0
Don't care	23	6.3
Don't like	7	1.9
Hate it	1	0.3
	363	100.0

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	13	3.6	23	6.3	47	13.0
Acoma	1	0.3	2	0.5	2	0.5
Alabama	-	- -	-	- -	2	0.6
Alaskan	-	- -	-	- -	1	0.3
Aleut	3	0.8	5	1.4	3	0.8
Anadarko	1	0.3	-	- -	-	- -
Apache	13	3.6	8	2.2	10	2.8
Arapaho	11	3.0	9	2.5	7	1.9
Arikera	2	0.5	3	0.8	2	0.5
Assiniboine	1	0.3	-	- -	2	0.6
Blackfoot	7	1.9	4	1.1	8	2.2
Caddo	-	- -	-	- -	1	0.3
Cherokee	24	6.6	25	6.9	21	5.6

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL? (cont.)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Cheyenne	4	1.1	5	1.4	6	1.7
Chickasaw	1	0.3	3	0.8	-	- -
Chippewa	5	1.4	5	1.4	1	0.3
Choctaw	28	7.7	23	6.3	23	6.3
Cochiti	1	0.3	-	- -	-	- -
Colville	2	0.5	1	0.3	2	0.6
Comanche	5	1.4	7	1.9	5	1.4
Cree	1	0.3	-	- -	2	0.6
Creek	30	8.3	30	8.3	28	7.7
Crow	10	2.8	8	2.2	11	3.0
Delaware	-	- -	1	0.3	-	- -
Digger	-	- -	1	0.3	-	- -
Eskimo	12	3.3	16	4.4	13	3.6
Flathead	2	0.5	1	0.3	-	- -
Gros Ventre	4	1.1	5	1.4	3	0.8
Haida	3	0.8	4	1.1	-	- -
Huolapai	-	- -	3	0.8	1	0.3
Isleta	-	- -	1	0.3	-	- -
Jemez	1	0.3	2	0.5	-	- -
Karok	-	- -	-	- -	1	0.3
Keres	3	0.8	2	0.5	2	0.6
Kickapoo	2	0.5	4	1.1	2	0.6
Kiowa	8	2.2	3	0.8	2	0.5
Laguna	2	0.5	7	1.9	4	1.1
Maricopa	2	0.5	-	- -	1	0.3
Navaho	48	13.2	37	10.2	34	9.4
Nez Perce	3	0.8	2	0.5	4	1.1
Nooksack	-	- -	1	0.3	-	- -
Omaha	-	- -	-	- -	1	0.3
Onondaga	2	0.5	-	- -	1	0.3
Oneida	-	- -	-	- -	1	0.3
Papago	2	0.5	4	1.1	5	1.4
Paiute	2	0.5	6	1.6	3	0.8
Pawnee	-	- -	-	- -	1	0.3
Pima	9	2.9	13	3.6	8	2.2
Ponca	2	0.5	2	0.5	4	1.1
Potawatomi	2	0.5	3	0.8	1	0.3
Pueblo	4	1.1	4	1.1	1	0.3
Quechuan	-	- -	1	0.3	2	0.5
Quinault	1	0.3	-	- -	-	- -
Sauk and Fox	7	1.9	3	0.8	4	1.1
Sandia	1	0.3	1	0.3	2	0.5
San Felipe	-	- -	1	0.3	3	0.8
San Juan	2	0.5	4	1.1	2	0.5
Seminole	6	1.7	6	1.7	8	2.2
Shawnee	-	- -	5	1.4	2	0.5
Shoshone	7	1.9	7	1.9	6	1.7
Sioux	25	6.9	21	5.8	21	5.8
Taos	3	0.8	-	- -	-	- -
Tesuque	1	0.3	-	- -	-	- -
Tewa	4	1.1	4	1.1	6	1.7

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL? (cont.)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Tsinshian	1	0.3	-	- -	-	- -
Ute	1	0.3	-	- -	-	- -
Warm Springs	-	- -	1	0.3	1	0.3
Winnebago	1	0.3	1	0.3	4	1.1
Yakima	2	0.5	4	1.1	5	1.4
Yavapai	1	0.3	-	- -	2	0.5
Other (Negro)	-	- -	1	0.3	-	- -
Other (White)	-	- -	1	0.3	1	0.3
	363	99.9	363	100.0	363	100.0

DID YOU KNOW THIS PERSON BEFORE COMING TO HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	11	3.0	17	4.7	42	11.6
Yes	111	30.6	59	16.2	41	11.3
No	241	66.4	287	79.1	280	77.1
	363	100.0	363	100.0	363	100.0

HOW OFTEN DO YOU ATTEND CHURCH IN LAWRENCE?

	N	%
NA	6	1.6
Several times a week	34	9.4
Once a week	119	32.8
Once a month	36	9.9
Sometimes	109	30.0
Never	59	16.3
	363	100.0

SAME DENOMINATION THAT YOU ATTENDED AT HOME?

	N	%
NA	57	15.7
Yes	225	62.0
No	81	22.3
	363	100.0

WHY DO YOU GO TO CHURCH?

	N	%
NA/DK	106	29.2
Obligation	25	6.9
Personal reasons	42	11.5
Worship God	28	7.7
Self-understanding	6	1.7
Services	1	0.3
Song services	9	2.5
Preaching	6	1.7
Learning about God	22	6.1
Closeness to God	16	4.4
I feel like it	34	9.4
Socializing, "escape"	9	2.4
Have sins forgiven	7	1.9
Receive sacraments	4	1.1
Habit from home	47	12.9
	363	100.0

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

First comment	N	%
NA	39	10.8
Sports	63	17.4
Hobbies	22	6.1
Radio; TV; records	30	8.3
Dancing	6	1.6
Sleep; relax	26	7.2
Read or study	62	17.1
Write letters	6	1.6
Go to town	31	8.5
Walk; be alone	20	5.5
"Mess around" with friends	20	5.5
Dating	1	0.3
Outside activity	2	0.5
Community work	2	0.5
Eat	1	0.3
Work (part-time)	14	3.9
Have fun	5	1.4
Indian ceremonies	2	0.5
Church	1	0.3
Anything/depends	10	2.7
	363	99.9

Second comment	N	%
NA	189	52.1
Sports	22	6.1
Hobbies	11	3.0
Radio; TV; records	29	8.0
Dancing	5	1.4
Sleep; relax	17	4.7
Read or study	33	9.1
Write letters	7	1.9
Go to town	9	2.5
Walk; be alone	17	4.7
"Mess around" with friends	12	3.3
Dating	2	0.5
Eat	3	0.8
Work (part-time)	7	1.9
	363	100.0

AFTER GRADUATION, WHERE WOULD YOU LIKE TO LIVE?

First place mentioned	N	%
Specific state		
Alaska	16	4.4
Arizona	31	8.5
Arkansas	1	0.3
California	46	12.7
Colorado	10	2.7
Florida	2	0.6
Idaho	2	0.6
Kansas	6	1.6
Massachusetts	1	0.3
Michigan	1	0.3
Minnesota	2	0.5
Mississippi	1	0.3
Montana	11	3.0
Nebraska	1	0.3
Nevada	4	1.1
New Mexico	30	8.2
North Carolina	5	1.4
North Dakota	1	0.3
Oklahoma	44	12.1
Oregon	1	0.3
South Dakota	1	0.3
Texas	3	0.8
Texas	3	0.8
Virginia	1	0.3
Washington	8	2.2
Wyoming	3	0.8
	231	63.9
Totals	363	100.0

Specific city	N	%
Albuquerque	10	2.7
Chicago	2	0.5
Dallas	7	1.9
Denver	13	3.6
Fairbanks	1	0.3
Juneau	1	0.3
Kansas City	1	0.3
Los Angeles	4	1.1
Oklahoma City	5	1.4
Phoenix	5	1.4
Sacramento	1	0.3
Salt Lake City	2	0.5
San Francisco	3	0.8
San Jose	3	0.8
Seattle	4	1.1
Tulsa	6	1.6
Washington, D. C.	8	2.2
	76	20.8
Other responses		
Overseas	5	1.4
Job location	14	3.8
In the city	2	0.5
Midwest	1	0.3
Southwest	2	0.5
West coast	1	0.3
NA/DK	31	8.5
	56	15.3

AFTER GRADUATION, WHERE WOULD YOU LIKE TO LIVE?

Second place mentioned	N	%
Specific state		
Alaska	1	0.3
Arizona	2	0.5
California	11	3.0
Colorado	3	0.8
Minnesota	1	0.3
Montana	1	0.3
New Mexico	5	1.4
New York	1	0.3
North Dakota	2	0.5
Oklahoma	4	1.1
Oregon	4	1.1
Texas	1	0.3
Wyoming	1	0.3
	37	10.2

	N	%
Specific city		
Anchorage	1	0.3
Denver	2	0.5
Oklahoma City	1	0.3
Phoenix	2	0.5
Seattle	1	0.3
Tulsa	1	0.3
Washington, D. C.	1	0.3
	9	2.5
Other responses		
No answer	317	87.3
Totals	363	100.0

WHAT KIND OF WORK DO YOU WANT TO DO AFTER GRADUATION?

	N	%
Business	202	55.6
Cooking	10	2.8
Costume shop	10	2.8
Dental assistant	2	0.5
Dormitory management	6	1.7
Food service	4	1.1
Home decoration	1	0.3
Practical nursing	42	11.6
Printing	5	1.4
Peace Corps, Vista, welfare work	5	1.4
Further education	5	1.4
Outdoor work	1	0.3
Government	2	0.5
Stewardess	4	1.1
Teach	1	0.3
Beautician	2	0.5
Housewife	3	0.8
Factory work	2	0.5
Anything	3	0.8
None	1	0.3
Undecided	16	4.4
No answer	36	9.9
	363	100.0

INDIAN STUDENTS AT HASKELL INSTITUTE
(First year only)
(N = 438)

TRIBAL AFFILIATION	N	%
NA	12	2.7
Acoma	2	0.5
Alabama	2	0.5
Aleut	3	0.7
Apache	15	3.4
Arikera	4	0.9
Athabascan	1	0.2
Blackfoot	8	1.8
Caddo	2	0.5
Cherokee	23	5.3
Cheyenne	6	1.4
Chickasaw	1	0.2
Chippewa	13	3.0
Choctaw	23	5.3
Cochiti	1	0.2
Colville	2	0.5
Comanche	4	0.9
Cree	1	0.2
Creek	33	7.5
Crow	21	2.5
Eskimo	16	3.7
Flathead	1	0.2
Gros Ventre	2	0.5
Haida	2	0.5
Havasupai	1	0.2
Hopi	30	6.9
Hualapai	3	0.7
Iowa	1	0.2
Jemez	1	0.2
Keres	3	0.7
Kiowa	5	1.1
Laguna	7	1.6
Lummi	1	0.2
Navajo	83	19.0
Nez Perce	1	0.2
Nooksack	1	0.2
Papago	7	1.6
Paiute	2	0.5
Pawnee	1	0.2
Picuris	1	0.2
Pima	10	2.3
Ponca	1	0.2
Potawatomi	1	0.2
Pueblo	2	0.5
Quechuan	2	0.5
Quinault	2	0.5
Sac and Fox	5	1.1
Sandia	1	0.2
San Felipe	1	0.2
San Juan	1	0.2
Santa Domingo	1	0.2
Seminole	7	1.6
Shawnee	2	0.5
Shoshone	9	2.1
Sioux	26	5.9
Taos	1	0.2
Tewa	6	1.4
Tlingit	4	0.9
Ute	1	0.2
Warm Springs	1	0.2
Yakima	5	1.1
Yavapai	1	0.2
Zia	1	0.2
Arapaho	7	1.6
Onondaga	3	0.7
Other (White)	1	0.2
	438	100.0

STATE OF BIRTH	N	%
NA	4	0.9
Alaska	26	5.9
Arizona	121	27.6
California	4	0.9
Colorado	1	0.2
Florida	1	0.2
Iowa	2	0.5
Kansas	2	0.5
Michigan	1	0.2
Minnesota	7	1.6
Mississippi	2	0.5
Missouri	2	0.5
Montana	34	7.8
Nebraska	3	0.7
Nevada	5	1.1
New Mexico	58	13.2
New York	1	0.2
North Carolina	9	2.0
North Dakota	6	1.4
Oklahoma	99	22.6
Oregon	3	0.7
South Dakota	16	3.7
Texas	5	1.1
Utah	2	0.5
Washington	13	3.0
Wisconsin	2	0.5
Wyoming	9	2.0
	438	100.0

SEX

	N	%
NA	5	1.1
Male	205	46.8
Female	228	52.1
	438	100.0

WHEN A CHILD, BROUGHT UP BY

	N	%
NA	10	2.3
Mother only	77	17.6
Father only	8	1.8
Both parents	310	70.8
Grandparents	18	4.1
Sibling	2	0.5
Aunt or uncle	8	1.8
Other relative	1	0.2
Non-relative	3	0.7
Institution	1	0.2
	438	100.0

WHEN A CHILD, LIKE OR DISLIKE GOING TO CHURCH

	N	%
NA	10	2.3
Liked very much	186	42.5
Liked it	190	43.4
Didn't care	36	8.2
Didn't like	14	3.2
Hated it	2	0.5
	438	100.1

DID YOU GO TO BOARDING SCHOOL?

	N	%
NA	1	0.2
Yes	219	50.0
No	218	49.8
	438	100.0

LANGUAGE SPOKEN AT HOME

	N	%
NA	5	1.1
English	153	34.9
Indian	146	33.3
Both	134	30.6
	438	99.9

WHEN A CHILD, WENT TO CHURCH

	N	%
NA	4	0.9
Several times a week	113	25.8
Once a week	180	41.1
Once a month	14	3.2
Sometimes	107	24.4
Never	20	4.6
	438	100.0

PARTICIPATION IN ACTIVITIES (multiple answers possible)

	N	%
Powwow	169	38.6
Indian fair	147	33.6
Tribal ceremonies	158	36.1
All-night singing	130	29.7
Movies	271	61.9
Sports	304	69.4
Dances other than Indian	282	64.4
Others	111	25.3
	1572	359.0

WHAT GRADES?

	N	%
NA	232	53.0
1 - 3	11	2.5
4 - 6	7	1.6
7 - 9	9	2.0
10 - 12	45	10.3
9 - 12	65	14.8
1 - 12	56	12.8
1 - 9	11	2.5
Grade and senior high	2	0.5
	438	100.0

SPECIAL GROUP OF FRIENDS IN GRADE SCHOOL

	N	%
NA	7	1.6
Yes	322	73.5
No	109	24.9
	438	100.0

WERE THEY NEIGHBORS?

	N	%
NA	49	11.2
Yes	249	56.8
No	140	32.0
	438	100.0

SPECIAL GROUP OF FRIENDS IN HIGH SCHOOL?

	N	%
NA	9	2.1
Yes	343	78.3
No	86	19.6
	438	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	40	9.1
Yes	271	61.9
No	127	29.0
	438	100.0

AGES WHEN YOU WERE SAD
(multiple answers possible)

	N	%
4 - 7	54	12.3
8 - 12	103	23.5
13 - 15	112	25.6
16 - 18	104	23.7
	373	85.1

WERE THEY RELATIVES?

	N	%
NA	59	13.5
Yes	149	34.0
No	230	52.5
	438	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	49	11.2
Yes	257	58.7
No	132	30.1
	438	100.0

SAME PERSONS AS IN GRADE SCHOOL?

	N	%
NA	31	7.1
Yes	110	25.1
No	297	67.8
	438	100.0

AGES WHEN YOU WERE VERY HAPPY
(multiple answers possible)

	N	%
4 - 7	213	48.6
8 - 12	206	47.0
13 - 15	244	55.7
16 - 18	306	69.9
	969	221.2

VOCATION STUDYING AT HASKELL

	N	%
NA	7	1.6
Auto mechanics	52	11.9
Baking	5	1.1
Business	189	43.2
Cooking	14	3.2
Carpentry	20	4.6
Costume shop	17	3.9
Electronics	10	2.3
Electricity	9	2.0
Food service	4	0.9
Home decoration	10	2.3
Machine shop	22	5.0
Masonry	12	2.7
Painting	14	3.2
Practical nursing	31	7.1
Printing	12	2.7
Welding	10	2.3
	438	100.0

STATE OF RESIDENCE	N	%	STATE OF RESIDENCE	N	%
NA	4	0.9	New Mexico	59	13.5
Alaska	24	5.5	New York	1	0.2
Arizona	114	26.0	North Carolina	8	1.8
California	8	1.8	Oklahoma	94	21.5
Colorado	3	0.7	Oregon	3	0.7
Florida	1	0.2	South Dakota	18	4.1
Iowa	2	0.5	Tennessee	1	0.2
Kansas	2	0.5	Texas	9	2.1
Michigan	1	0.2	Utah	7	1.6
Minnesota	10	2.3	Washington	12	0.5
Mississippi	1	0.2	Wisconsin	2	0.5
Montana	33	7.5	Wyoming	12	2.3
				438	100.0

WHAT DO YOU DISLIKE ABOUT HASKELL INSTITUTE?

First comment	N	%	Second comment	N	%
NA	59	13.4	NA	297	67.8
Routines	2	0.5	No free periods	1	0.2
Waiting to eat	2	0.5	Details	8	1.8
No free periods	1	0.2	Regulations	14	3.2
Details	22	5.0	Too lax	1	0.2
Getting up early	9	2.1	Checking in & out	16	3.6
Overprotective	4	0.9	Overprotective	7	1.6
Facilities	2	0.5	Facilities	1	0.2
Food	16	3.7	Food	9	2.1
Far from home	8	1.8	Crowded	4	0.9
Crowded	3	0.7	Climate	3	0.7
Climate	15	3.4	Staff	9	2.1
Staff	12	2.7	Lectures on rule-breaking	4	0.9
Oversupervision	7	1.6	Oversupervision	6	1.4
Lack of understanding of Indians	3	0.7	Lack of understanding of Indians	3	0.7
Activities	2	0.5	Activities	3	0.7
Insufficient activities	16	3.7	Not enough activities	10	2.3
Quality of religious services	1	0.2	Boring weekends	2	0.5
Boring weekends	13	3.0	Academic	3	0.7
Academic	10	2.3	Low-quality teaching	1	0.2
Low-quality teaching	3	0.7	Students	3	0.7
Not college	1	0.2	Drinking	12	2.7
Students	6	1.4	Impoliteness	4	0.9
Drinking	36	8.2	Apathy of students	1	0.2
Impoliteness	4	0.9	Tribalism	3	0.7
Apathy of students	3	0.7	Gossip, fighting	5	1.1
Tribalism	3	0.7	Dorm life	4	0.9
Gossip, fighting	6	1.4	Misconduct	2	0.5
Dorm life	5	1.1	Miscellaneous	2	0.5
Opposite sex	1	0.2		438	100.0
New rules	1	0.2			
Miscellaneous	9	2.0			
Everything	5	1.1			
No complaints	55	12.6			
	438	100.0			

WHAT DID YOU LIKE ABOUT HASKELL INSTITUTE?

First comment	N	%	Second comment	N	%
NA	64	14.6	NA	236	53.9
Free time	11	2.5	Routines	1	0.2
Holidays	3	0.7	Free time	3	0.7
Regulations	2	0.5	Regulations	1	0.2
New rules	9	2.0	New rules	2	0.5
Facilities	2	0.5	Facilities	2	0.5
Nice campus	6	1.4	Nice campus	4	0.9
Student union	2	0.5	Student union	3	0.7
Staff	13	3.0	Staff	14	3.2
Willingness to help	2	0.5	Willingness to help	6	1.4
Activities, sports	37	8.4	"They care"	1	0.2
Church	1	0.2	Activities, sports	21	4.8
Recreation, dances	19	4.3	Church	3	0.7
Academic	2	0.5	Recreation, dances	13	3.0
Enjoy classes	12	2.7	Enjoy classes	8	1.8
Instruction quality	3	0.9	Instruction quality	3	0.7
Job opportunity	7	1.6	Job opportunity	7	1.6
General education	36	8.2	General education	7	1.6
Students	25	5.7	Students	11	2.5
Intertribalism	23	5.3	Intertribalism	13	3.0
Dating	14	3.2	Dating	4	0.9
New people	18	4.1	New people	14	3.2
Friendliness	11	2.5	Friendliness	14	3.2
Vocational training	37	8.5	Vocational training	15	3.4
"At home" feeling	1	0.2	Food	12	2.8
Food	16	3.7	Freedom	5	1.1
Freedom	5	1.1	Dorm life	5	1.1
Dorm life	8	1.8	Free education	4	0.9
Free education	5	1.1	Climate	1	0.2
College-like	2	0.5	College-like	1	0.2
Well-run	1	0.2	Location	4	0.9
Miscellaneous	1	0.2		438	100.0
Nothing	7	1.6			
Everything	32	7.5			
	438	100.0			

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL INSTITUTE?

	N	%
NA	22	5.0
Like very much	100	22.8
Like it	258	58.9
Don't care	39	8.9
Don't like	18	4.1
Hate it	1	0.2
	438	99.9

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	40	8.9	48	11.0	79	18.1
Acoma	1	0.2	1	0.2	2	0.5
Alabama	1	0.2	1	0.2	3	0.7
Alaskan	-	- -	1	0.2	-	- -
Aleut	2	0.5	3	0.7	1	0.2
Anadarko	1	0.2	-	- -	-	- -

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL INSTITUTE? (continued)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Apache	15	3.4	15	3.4	10	2.3
Arapaho	8	1.8	5	1.1	5	1.1
Arikera	1	0.2	3	0.7	2	0.5
Athabascan	-	- -	-	- -	3	0.7
Blackfoot	9	2.1	8	1.8	7	1.6
Caddo	-	- -	1	0.2	-	- -
Cherokee	22	5.0	31	7.1	25	5.7
Cheyenne	6	1.4	6	1.4	4	0.9
Chickasaw	1	0.2	2	0.5	-	- -
Chippewa	13	3.0	10	2.3	5	1.1
Choctaw	21	4.8	21	4.8	19	4.3
Cochiti	-	- -	1	0.2	2	0.5
Colville	4	0.9	1	0.2	3	0.7
Comanche	6	1.4	5	1.1	8	1.8
Cree	2	0.5	-	- -	1	0.2
Creek	31	7.1	31	7.1	33	7.5
Crow	17	3.9	8	1.8	16	3.7
Digger	-	- -	1	0.2	-	- -
Eskimo	15	3.4	17	3.9	17	3.9
Flathead	-	- -	1	0.2	1	0.2
Gros Ventre	4	0.9	6	1.4	2	0.5
Haida	2	0.5	2	0.5	-	- -
Havanipai	1	0.2	1	0.2	-	- -
Hopi	35	8.0	22	5.0	23	5.3
Hualapai	1	0.2	4	0.9	2	0.5
Iowa	1	0.2	1	0.2	-	- -
Isleta	-	- -	1	0.2	-	- -
Jemez	1	0.2	2	0.5	3	0.7
Keres	3	0.7	2	0.5	2	0.5
Kickapoo	-	- -	2	0.5	1	0.2
Kiowa	6	1.4	6	1.4	6	1.4
Laguna	4	0.9	3	0.7	7	1.6
Maricopa	2	0.5	1	0.2	1	0.2
Navajo	68	15.5	51	11.7	48	11.0
Negro	-	- -	1	0.2	-	- -
Nez Perce	1	0.2	2	0.5	3	0.7
Omaha	-	- -	1	0.2	-	- -
Onandaga	2	0.5	1	0.2	-	- -
Oneida	-	- -	-	- -	1	0.2
Papago	5	1.2	2	0.5		1.4
Paiute	1	0.2	3	0.7	2	0.5
Pawnee	1	0.2	-	- -	1	0.2
Pima	5	1.2	14	3.2	11	2.5
Ponca	1	0.2	-	- -	1	0.2
Potawatomi	-	- -	1	0.2	1	0.2
Pueblo	5	1.2	2	0.5	1	0.2
Quechuan	1	0.2	2	0.5	2	0.5
Quinault	1	0.2	2	0.5	-	- -
Sac and Fox	9	2.1	2	0.5	4	0.9
Sandia	1	0.2	1	0.2	1	0.2
San Felipe	-	- -	-	- -	1	0.2
San Juan	2	0.5	2	0.5	1	0.2
Santa Clara	1	0.2	-	- -	-	- -

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL INSTITUTE? (continued)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Santo Domingo	-	- -	-	- -	1	0.2
Seminole	10	2.3	9	2.0	8	1.8
Shawnee	-	- -	6	1.4	5	1.1
Shoshone	7	1.7	8	1.8	4	0.9
Sioux	29	6.6	36	8.2	26	5.9
Taos	2	0.5	-	- -	-	- -
Tewa	3	0.7	2	0.5	4	0.9
Tlingit	1	0.2	-	- -	2	0.5
Ute	1	0.2	5	1.1	-	- -
Warm Springs	-	- -	3	0.7	2	0.5
Washoe	1	0.2	1	0.2	-	- -
White	-	- -	1	0.2	1	0.2
Yakima	3	0.7	5	1.1	6	1.4
Yavapai	1	0.2	1	0.2	1	0.2
Zia	-	- -	1	0.2	-	- -
	438	100.0	438	100.1	438	100.0

DID YOU KNOW THIS PERSON BEFORE COMING TO HASKELL INSTITUTE?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	34	7.8	41	9.4	62	14.2
Yes	144	32.9	90	20.5	64	14.6
No	260	59.3	307	70.1	317	71.2
	438	100.0	438	100.0	438	100.0

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

First comment	N	%
NA	60	13.7
Sports	91	20.8
Hobbies	29	6.6
Radio;records;TV	39	8.9
Dancing	6	1.4
Sleep;relax	36	8.2
Read or study	54	12.3
Write letters	2	0.5
Go to town;travel	27	3.7
Walk;be alone	16	3.7
"Mess around" with friends	20	4.6
Dating	7	1.6
Outside activity	2	0.5
Community work	2	0.5
Drink	1	0.2
Eat	1	0.2
Work (part-time)	24	5.5
Have fun	6	1.4
Indian ceremonies	1	0.2
Church	1	0.2
Anything	12	2.7
DK	1	0.2
	438	100.1

Second comment	N	%
NA	250	57.1
Sports	22	5.0
Hobbies	13	3.0
Radio;records;TV	29	6.6
Dancing	7	1.7
Sleep;relax	18	4.1
Read or study	29	6.6
Write letters	6	1.4
Go to town;travel	13	3.0
Walk;be alone	15	3.4
"Mess around" with friends	10	2.3
Dating	9	2.0
Drink	2	0.5
Eat	4	0.9
Work (part-time)	9	2.0
Have fun	2	0.5
	438	100.1

HOW OFTEN DO YOU ATTEND CHURCH?

	N	%
NA	6	1.4
More than once a week	28	6.4
Once a week	117	26.7
Once a month	45	10.3
Sometimes	130	29.7
Never	112	25.5
	438	100.0

THE SAME CHURCH YOU ATTEND AT HOME?

	N	%
NA	99	22.6
Yes	241	55.0
No	98	22.4
	438	100.0

WHY DO YOU GO TO CHURCH?

	N	%
NA/DK	174	39.7
Obligation	22	5.0
Learning about God	27	6.2
Closeness to God	21	4.8
Love of God	25	5.7
Personal reasons	38	8.7
Salvation	14	3.2
I feel like going	33	7.5
Self-understanding	3	0.7
To get away	7	1.6
Sacraments	4	0.9
Moral instruction	2	0.5
Services	2	0.5
Song services	6	1.3
Preaching	6	1.3
Habit from home	47	10.7
"Americanization"	1	0.2
Socializing	6	1.4
	438	99.9

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

First place	N	%
Specific state		
Alaska	18	4.1
Arizona	44	10.1
Arkansas	1	0.2
California	57	13.0
Colorado	17	3.9
Hawaii	2	0.5
Idaho	3	0.7
Kansas	4	0.9
Massachusetts	2	0.5
Michigan	1	0.2
Minnesota	2	0.5
Montana	18	4.1
Nevada	3	0.7
New Mexico	22	5.0
North Carolina	6	1.4
Oklahoma	45	10.3
Oregon	3	0.7
South Dakota	2	0.5
Texas	8	1.8
Utah	1	0.2
Virginia	1	0.2
Washington	10	2.3
West Virginia	1	0.2
Wisconsin	1	0.2
Wyoming	1	0.2
	273	62.2
Other responses		
NA	42	9.6
Undecided	23	5.2
	65	14.8
Totals	438	100.0

	N	%
Specific city		
Albuquerque	7	1.6
Chicago	1	0.2
Dallas	10	2.3
Denver	13	3.0
Detroit	1	0.2
Fairbanks	1	0.2
Juneau	1	0.2
Kansas City	1	0.2
Los Angeles	10	2.3
Milwaukee	1	0.2
Minneapolis	2	0.5
Oklahoma City	3	0.7
Phoenix	7	1.6
Sacramento	1	0.2
Salt Lake City	2	0.5
San Francisco	2	0.5
San Jose	2	0.5
Seattle	2	0.5
Tulsa	6	1.4
Washington, D.C.	7	1.6
	80	18.4
Other places		
South	1	0.2
Southwest	1	0.2
West coast	2	0.5
Overseas	2	0.5
Wherever job sends me	5	1.1
Job-affiliated	2	0.5
In the city	2	0.5
Anywhere	4	0.9
Reservation	1	0.2
	20	4.6

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

Second place mentioned

Specific state	N	%
Alaska	1	0.2
Arizona	2	0.5
California	10	2.3
Colorado	1	0.2
Minnesota	1	0.2
New Mexico	2	0.5
North Dakota	2	0.5
Oklahoma	3	0.7
Oregon	4	0.9
Utah	1	0.2
Washington	2	0.5
Wyoming	2	0.5
	31	7.2

Specific city	N	%
Anchorage	1	0.2
Dallas	1	0.2
Denver	1	0.2
Oklahoma City	1	0.2
Tulsa	1	0.2
	5	1.0
Other responses		
NA	402	91.8
Totals	438	100.0

WHAT KIND OF WORK DO YOU WANT TO DO?

	N	%
NA	61	13.9
Auto mechanic	34	7.8
Baking	3	0.7
Business	144	32.9
Cooking	12	2.7
Carpentry	15	3.4
Costume shop	1	0.2
Dental assistant	2	0.5
Dormitory manager	1	0.2
Electronics	8	1.8
Food service	3	0.7
Home decoration	1	0.2
Machine shop	13	3.0
Masonry	9	2.0
Painting	9	2.0
Practical nursing	34	7.8
Printing	5	1.1
Technical drafting	2	0.5
Welding	6	1.4
Electricity	6	1.4

	N	%
Peace Corps, VISTA	3	0.7
Further education	5	1.1
Labor, construction	3	0.7
Demolition expert	1	0.2
Government, BIA	4	0.9
Stewardess	3	0.7
Engineering	1	0.2
Forestry	3	0.7
Politics	2	0.5
Computer work	1	0.2
Ranching, farming	3	0.7
Beautician	1	0.2
Housewife	3	0.7
Factory	2	0.5
Armed forces	1	0.2
Anything	8	1.8
None	1	0.2
Undecided	24	5.5
	438	99.9

INDIAN STUDENTS AT HASKELL INSTITUTE
(Second Year Only)
(N = 232)

TRIBAL AFFILIATION	N	%
NA	6	2.6
Aleut	3	1.3
Apache	7	3.0
Arapaho	4	1.7
Arikera	2	0.9
Athabascan	1	0.4
Cherokee	16	6.9
Chickasaw	1	0.3
Chippewa	2	0.9
Choctaw	12	5.2
Cochiti	1	0.4
Comanche	3	1.3
Creek	15	6.5
Crow	5	2.2
Eskimo	13	5.6
Flathead	2	0.9
Gros Ventre	2	0.9
Haida	1	0.4
Hopi	12	5.2
Jemez	2	0.9
Kickapoo	4	1.7
Kiowa	1	0.4
Laguna	2	0.9
Maricopa	2	0.9
Navajo	46	19.8
Nez Perce	3	1.3
Omaha	1	0.4
Papago	2	0.9
Paiute	5	2.2
Pawnee	1	0.4
Pima	7	3.0
Ponca	1	0.4
Potawatomi	2	0.9
Pueblo	1	0.4
Sauk and Fox	1	0.4
Santa Anna	1	0.4
Santo Domingo	1	0.4
Seminole	6	2.6
Shoshone	9	3.8
Sioux	8	3.4
Tewa	5	2.2
Tlingit	4	1.7
Ute	2	0.9
Washoe	3	1.3
Winnebago	2	0.9
Yakima	2	0.9
	232	100.1

SEX	N	%
NA	2	0.9
Male	103	44.4
Female	127	54.7
	232	100.0

STATE OF BIRTH	N	%
Alaska	21	9.0
Arizona	56	24.1
Arkansas	1	0.4
California	2	0.9
Idaho	2	0.9
Indiana	1	0.4
Iowa	1	0.4
Kansas	4	1.7
Minnesota	2	0.9
Mississippi	2	0.9
Montana	10	4.3
Nebraska	2	0.9
Nevada	15	6.5
New Mexico	33	14.2
North Carolina	4	1.7
North Dakota	3	1.3
Oklahoma	53	22.8
Oregon	2	0.9
South Dakota	5	2.2
Utah	3	1.3
Washington	4	1.7
Wyoming	5	2.2
Out of U.S.	1	0.4
	232	100.0

BROUGHT UP BY	N	%
NA	6	1.6
Mother only	38	16.4
Father only	3	1.3
Both parents	166	71.5
Grandparents	14	6.0
Aunt or uncle	5	2.2
	232	100.0

LANGUAGE USUALLY SPOKEN AT HOME

	N	%
NA	4	1.7
English	80	34.5
Indian	79	34.1
Both	69	29.7
	232	100.0

PARTICIPATION IN ACTIVITIES
(multiple answers possible)

	N	%
Powwow	79	34.0
Indian fair	72	31.0
Tribal ceremonies	92	39.7
Movies	155	66.8
All-night singing	71	30.6
Sports	169	72.8
Dances other than Indian	134	57.8
Others	50	21.5
	322	355.2

DID YOU GO TO BOARDING SCHOOL?

	N	%
NA	-	- -
Yes	111	47.8
No	121	52.2
	232	100.0

SPECIAL GROUP OF FRIENDS IN GRADE SCHOOL?

	N	%
NA	1	0.4
Yes	168	72.4
No	63	27.2
	232	100.0

WERE THEY NEIGHBORS FROM HOME?

	N	%
NA	24	10.3
Yes	113	48.7
No	95	41.0
	232	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	31	13.4
Yes	133	57.3
No	68	29.3
	232	100.0

HOW OFTEN DID YOU GO TO CHURCH?

	N	%
NA	3	1.3
Several times a week	56	24.1
Once a week	95	40.9
Once a month	7	3.0
Sometimes	60	25.9
Never	11	4.7
	232	99.9

LIKE OR DISLIKE GOING TO CHURCH WHEN A CHILD?

	N	%
NA	8	3.4
Liked a lot	98	42.2
Liked some	100	43.1
Didn't care	19	8.2
Didn't like	6	2.6
Hated it	1	0.4
	232	99.9

WHAT GRADES AT BOARDING SCHOOL?

	N	%
NA	127	54.7
1 - 3	7	3.0
4 - 6	2	0.9
7 - 10	5	2.2
9 - 12	39	16.8
10 - 12	20	8.6
1 - 12	27	11.7
1 - 9	3	1.3
Grade school & senior high	2	0.9
	232	100.1

WERE THESE FRIENDS IN GRADE SCHOOL RELATIVES?

	N	%
NA	31	13.4
Yes	63	27.2
No	138	59.5
	232	100.0

CERTAIN GROUP IN HIGH SCHOOL?

	N	%
Yes	187	80.6
No	45	19.4
	232	100.0

SAME PERSONS AS IN GRADE SCHOOL?

	N	%
NA	16	6.9
Yes	56	24.1
No	160	69.0
	232	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	19	8.2
Yes	145	62.5
No	68	29.3
	232	100.0

AGES WHEN VERY HAPPY

	N	%
4 - 7	123	53.0
8 - 12	132	56.9
13 - 15	134	57.8
16 - 18	167	72.0
	556	239.7

AGES WHEN VERY SAD

	N	%
4 - 7	42	18.1
8 - 12	38	16.4
13 - 15	56	24.1
16 - 18	53	22.8
	189	81.4

STATE OF RESIDENCE

	N	%
NA	2	0.9
Alaska	19	8.2
Arizona	46	19.8
California	7	3.0
Idaho	3	1.3
Iowa	1	0.4
Kansas	6	2.6
Minnesota	2	0.9
Mississippi	2	0.9
Montana	10	4.3
Nebraska	4	1.7
Nevada	16	6.9
New Mexico	32	13.8
North Carolina	2	0.9
North Dakota	2	0.9
Oklahoma	54	23.2
Oregon	6	2.6
South Dakota	5	2.2
Utah	4	1.7
Washington	3	1.3
Wisconsin	1	0.4
Wyoming	5	2.2
	232	100.1

VOCATION STUDYING AT HASKELL

	N	%
Auto mechanics	37	15.9
Baking	5	2.2
Business	102	44.0
Cooking	3	1.3
Carpentry	7	3.0
Costume shop	8	3.4
Dormitory management	5	2.2
Electricity	4	1.7
Electronics	9	3.9
Food service	2	0.9
Home decoration	3	1.3
Machine shop	3	1.3
Masonry	6	2.6
Practical nursing	15	6.5
Printing	13	5.6
Welding	10	4.3
	232	100.1

WHAT DO YOU DISLIKE ABOUT HASKELL INSTITUTE?

First comment	N	%	Second comment	N	%
NA	33	14.2	NA	180	77.6
Routines	1	0.4	Checking in & out	3	1.3
Waiting to eat	2	0.9	Details	6	2.6
No free periods	3	1.3	Regulations	4	1.7
Details	2	0.9	Overprotective	1	0.4
Regulations	17	7.3	Food	4	1.7
Unfairness	2	0.9	Far from home	2	0.9
Checking in & out	18	7.8	Climate	2	0.9
Overprotective	3	1.3	Staff	2	0.9
Anti-drinking rule	1	0.4	Lectures on rule-breaking	1	0.4
Food	4	1.7	Oversupervision	2	0.9
Far from home	1	0.4	Lack of understanding of Indians	2	0.9
Crowded	2	0.9	Not enough activities	4	1.7
Climate	13	5.6	Boring weekends	2	0.9
Staff	9	3.9	Drinking	2	0.9
Lectures on rule-breaking	1	0.4	Tribalism (cliques)	2	0.9
Oversupervision	6	2.6	Gossip, fighting	4	1.7
Lack of understanding of Indians	3	1.3	Dormitory life	2	0.9
Activities	1	0.4	Misconduct	4	1.7
Insufficient activity	14	6.0	No complaints	1	0.4
Boring weekends	4	1.7	Miscellaneous	1	0.4
Academic	2	0.9		232	100.1
Low-quality teaching	2	0.9			
Not a college	1	0.4			
Students	1	0.4			
Drinking	19	8.2			
Impoliteness	1	0.4			
Student apathy	4	1.7			
Tribalism (cliques)	3	1.3			
Gossip, fighting	4	1.7			
Dormitory life	3	1.3			
Misconduct	8	3.5			
Everything	1	0.4			
No complaints	37	16.0			
Miscellaneous	5	2.2			
Opposite sex	1	0.4			
	232	99.9			

WHAT DO YOU LIKE ABOUT HASKELL INSTITUTE?

First comment	N	%	Second comment	N	%
NA	39	16.8	NA	136	58.6
Routines	1	0.4	New rules	1	0.4
Free time	5	2.2	Free time	1	0.4
New rules	2	0.9	Facilities	2	0.9
Nice campus	5	2.2	Nice campus	3	1.3
Staff	11	4.7	Staff	12	5.2
Willingness to help	1	0.4	Willingness to help	2	0.9
Flexibility	1	0.4	Student union	1	0.4
Activities, sports	17	7.3	"They care"	2	0.9

WHAT DO YOU LIKE ABOUT HASKELL INSTITUTE? (Cont.)

First comment	N	%	Second comment	N	%
Recreation, dances	1	0.4	Activities, sports	7	3.0
Academic	2	0.9	Recreation, dances	1	0.4
Classes	1	0.4	Classes	3	1.3
Quality of instruction	7	3.0	Quality of instruction	1	0.4
Job opportunity	3	1.3	Job opportunity	4	1.7
Students	22	9.5	Students	3	1.3
General education	6	2.6	General education	7	3.0
Intertribalism	16	6.9	Intertribalism	7	3.0
Opposite sex	9	3.9	Opposite sex	1	0.4
"Knowing they will help"	7	3.0	New people	6	2.6
New people	10	4.3	Vocational training	14	6.0
Friendliness	10	4.3	"At home" feeling	1	0.4
Vocational training	20	8.6	Food	2	0.9
"At home" feeling	1	0.4	Dormitory life	5	2.2
Food	8	3.5	Free education	2	0.9
Freedom	3	1.3	Climate	1	0.4
Dormitory life	1	0.4	College-like	1	0.4
Free educaiton	2	0.9	Miscellaneous	6	2.6
College-like	1	0.4		232	99.9
Location	1	0.4			
Nothing	3	1.3			
Everything	15	6.5			
Miscellaneous	1	0.4			
	232	99.9			

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL INSTITUTE?

	N	%
NA	8	3.5
Like it very much	77	33.2
Like it	132	56.9
Don't care	13	5.6
Hate it	1	0.4
Undecided	1	0.4
	232	100.0

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	22	9.5	30	12.9	47	20.3
Acoma	1	0.4	2	0.9	-	- -
Alabama	-	- -	-	- -	1	0.4
Alaskan	-	- -	-	- -	1	0.4
Aleut	2	0.9	4	1.7	2	0.9
Apache	6	2.6	8	3.4	7	3.0
Arapaho	4	1.7	6	2.6	3	1.3
Arikera	1	0.4	-	- -	-	- -
Athabascan	1	0.4	-	- -	-	- -
Blackfoot	-	- -	-	- -	2	0.9
Caddo	-	- -	-	- -	1	0.4
Cherokee	15	6.5	13	5.6	16	6.9
Cheyenne	-	- -	-	- -	1	0.4
Chickasaw	-	- -	3	1.3	3	1.3

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL? (Cont.)

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
Chippewa	1	0.4	1	0.4	-	- -
Choctaw	16	6.9	10	4.3	15	6.5
Cochiti	1	0.4	-	- -	-	- -
Comanche	2	0.9	6	2.6	-	- -
Cree	1	0.4	-	- -	1	0.4
Creek	18	7.8	15	6.5	8	3.4
Crow	4	1.7	2	0.9	5	2.2
Delaware	-	- -	1	0.4	-	- -
Eskimo	13	5.6	12	5.2	6	2.6
Flathead	2	0.9	2	0.9	-	- -
Gros Ventre	2	0.9	2	0.9	3	1.3
Haida	1	0.4	2	0.9	-	- -
Hopi	11	4.7	17	7.3	10	4.3
Huolapai	-	- -	1	0.4	-	- -
Iowa	1	0.4	-	- -	-	- -
Jemez	4	1.7	4	1.7	1	0.4
Karok	-	- -	-	- -	1	0.4
Kickapoo	2	0.9	2	0.9	2	0.9
Kiowa	4	1.7	2	0.9	-	- -
Laguna	1	0.4	6	2.6	2	0.9
Maricopa	2	0.9	-	- -	2	0.9
Navaho	32	13.8	27	11.6	29	12.5
Nez Perce	2	0.9	1	0.4	2	0.9
Omaha	-	- -	-	- -	1	0.4
Onondaga	-	- -	1	0.4	1	0.4
Papago	-	- -	4	1.7	1	0.4
Paiute	3	1.3	4	1.7	3	1.3
Pawnee	-	- -	2	0.9	1	0.4
Picuris	-	- -	1	0.4	-	- -
Pima	6	2.6	4	1.7	3	1.3
Ponca	2	0.9	2	0.9	3	1.3
Potawatomi	2	0.9	2	0.9	-	- -
Pueblo	2	0.9	2	0.9	1	0.4
Quechuan	1	0.4	-	- -	-	- -
Sauk and Fox	1	0.4	2	0.9	-	- -
Sandia	-	- -	-	- -	2	0.9
San Felipe	-	- -	1	0.4	2	0.9
San Juan	1	0.4	2	0.9	1	0.4
Santa Clara	1	0.4	-	- -	-	- -
Santo Domingo	-	- -	1	0.4	-	- -
Seminole	4	1.7	-	- -	2	0.9
Shoshone	8	3.5	3	1.3	6	2.6
Sioux	17	7.3	12	5.2	16	6.9
Taos	3	1.3	1	0.4	-	- -
Texuque	1	0.4	-	- -	-	- -
Tewa	2	0.9	2	0.9	3	1.3
Tlingit	2	0.9	2	0.9	3	1.3
Ute	-	- -	-	- -	2	0.9
Washoe	-	- -	2	0.9	2	0.9
Wichita	-	- -	-	- -	4	1.7
Winnebago	1	0.4	1	0.4	-	- -
Yakima	3	1.3	3	1.3	2	0.9
Yavapai	-	- -	-	- -	1	0.4
	232	100.1	232	100.1	232	100.1

DID YOU KNOW THIS PERSON BEFORE COMING TO HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	21	9.1	26	11.2	44	19.0
Yes	52	22.4	40	17.2	24	10.3
No	159	68.5	166	71.6	164	70.7
	232	100.0	232	100.0	232	100.0

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

First choice	N	%
NA	26	11.2
Sports	46	19.8
Hobbies	8	3.5
Radio; TV; records	20	2.6
Dancing	1	0.4
Sleep; relax	12	5.2
Read or study	43	18.6
Write letters	7	3.0
Go to town; travel	18	7.8
Walk; be alone	7	3.0
Mess around with friend	13	5.6
Dating	4	1.7
Outside activity	1	0.4
Community work	1	0.4
Have fun	3	1.3
Drink	1	0.4
Work (part-time)	7	3.0
Indian ceremonies	1	0.4
Depends	3	1.3
Anything	10	4.3
	232	99.9

Second choice	N	%
NA	128	55.2
Sports	17	7.3
Hobbies	8	3.5
Radio; TV; records	14	6.0
Dancing	1	0.4
Sleep; relax	12	5.2
REad or study	20	8.6
Write letters	4	1.7
Go to town: travel	5	2.2
Walk; be alone	10	4.3
Mess around with friend	10	4.3
Dating	2	0.9
Drink	1	0.4
	232	100.0

HOW OFTEN DO YOU ATTEND CHURCH IN LAWRENCE?

	N	%
NA	3	1.3
Several times a week	16	6.9
Once a week	72	31.0
Once a month	18	7.8
Sometimes	60	25.9
Never	63	27.2
	232	100.1

THE SAME DENOMINATION THAT YOU ATTENDED AT HOME?

	N	%
NA	51	22.0
Yes	114	49.1
No	67	28.9
	232	100.0

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

First choice	N	%
Specific city		
Albuquerque	7	3.0
Chicago	2	0.9
Dallas	2	0.9
Denver	8	3.5
Lawrence	1	0.4
Los Angeles	3	1.3
Oklahoma City	7	3.0
Phoenix	6	2.6
Salt Lake City	2	0.9
San Diego	1	0.4
San Francisco	4	1.7
San Jose	1	0.4
Seattle	3	1.3
Tulsa	1	0.4
Washington, D. C.	1	0.4
	49	21.1
Other places		
South	1	0.4
Southwest	2	0.9
West coast	1	0.4
Midwest	2	0.9
Overseas	3	1.3
Job-affiliated	1	0.4
In the city	2	0.9
A small city	1	0.4
Where job sends me	2	0.9
Anywhere	4	1.7
	19	8.2

Second choice	N	%
Specific state		
Arizona	2	0.9
California	7	3.1
Colorado	3	1.3
Montana	1	0.4
Nevada	1	0.4
New Mexico	3	1.3
New York	1	0.4
Oklahoma	1	0.4
Texas	1	0.4
	20	8.6

	N	%
Specific state		
Alaska	12	5.2
Arizona	19	8.2
California	22	9.5
Colorado	4	1.7
Florida	1	0.4
Kansas	5	2.2
Minnesota	3	1.3
Mississippi	1	0.4
Montana	6	2.6
Nebraska	2	0.9
Nevada	4	1.7
New Mexico	17	7.3
North Carolina	1	0.4
North Dakota	1	0.4
Oklahoma	24	10.3
Texas	1	0.4
Utah	2	0.9
Washington	3	1.3
Wyoming	2	0.9
	130	56.0
Other responses		
No answer	20	8.6
Don't know	14	6.0
	34	14.6
Totals	232	99.9

	N	%
Specific city		
Denver	1	0.4
Kansas City	1	0.4
Poenix	2	0.9
Seattle	1	0.4
Washington, D. C.	1	0.4
	6	2.7
Other responses		
No answer	206	88.8
Totals	232	100.1

WHAT KIND OF WORK DO YOU WANT TO DO?

	N	%
NA	18	7.8
Auto mechanics	31	13.4
Baking	4	1.7
Business	92	39.6
Cooking	2	0.9
Carpentry	6	2.6
Costume shop	7	3.0
Dorm management	5	2.2
Electricity	4	1.7
Electronics	7	3.0
Food service	1	0.4
Machine shop	3	1.3
Masonry	3	1.3
Practical nursing	9	3.9
Printing	10	4.3
Welding	7	3.0
Peace Corps	2	0.9
Further education	3	1.3
Outdoor work	3	1.3
Stewardess	1	0.4
BLM	1	0.4
Computer work	1	0.4
Ranching, farming	1	0.4
Teach	2	0.9
Beautician	1	0.4
Armed forces	2	0.9
Nothing	1	0.4
Anything	4	1.7
	232	99.9

WHY DO YOU GO TO CHURCH AT HASKELL?

	N	%		N	%
NA/DK	99	42.7	I feel like going	20	8.6
Obligation	11	4.7	Self-understanding	6	2.6
Worship God	23	10.0	Sacraments	1	0.4
Learn about God	13	5.6	Moral instruction	2	0.9
Personal reason	19	8.2	Services	1	0.4
Salvation	3	1.3	Song services	4	1.7
To get away	4	1.7	Preaching	2	0.9
Habit from home	20	8.6	Socializing	4	1.7
				232	100.0

INDIAN STUDENTS AT HASKELL INSTITUTE
(Third year only)
(N = 13)

TRIBAL AFFILIATION	N	%
NA	1	7.7
Cherokee	3	23.1
Choctaw	2	15.4
Colville	1	7.7
Creek	2	15.4
Navajo	2	15.4
Seminole	1	7.7
Yuma	1	7.7
	13	100.1

STATE OF BIRTH	N	%
NA	1	7.7
Alaska	1	7.7
Arizona	1	7.7
New Mexico	1	7.7
North Carolina	3	23.1
Oklahoma	5	38.4
Washington	1	7.7
	13	100.0

SEX	N	%
Male	6	46.2
Female	7	53.8
	13	100.0

LANGUAGE SPOKEN AT HOME	N	%
English	8	61.5
Indian	4	30.8
Both	1	7.7
	13	100.0

WHEN A CHILD, BROUGHT UP BY	N	%
Mother only	2	15.4
Both parents	7	53.8
Grandparents	2	15.4
Aunt or uncle	2	15.4
	13	100.0

WHEN A CHILD, WENT TO CHURCH	N	%
Several times a week	5	38.5
Once a week	5	38.5
Once a month	-	- -
Sometimes	2	15.4
Never	1	7.7
	13	100.1

LIKE OR DISLIKE GOING TO CHURCH WHEN A CHILD?	N	%
NA	1	7.7
Liked very much	2	15.4
Liked it	9	69.2
Didn't care	1	7.7
Didn't like	-	- -
Hated it	-	- -
	13	100.0

PARTICIPATION IN ACTIVITIES (multiple answers possible)	N	%
Powwow	3	23.1
Indian fair	4	30.8
Tribal ceremonies	3	23.1
All-night singing	4	30.8
Movies	4	30.8
Sports	8	61.5
Dances other than Indian	5	38.5
Others	6	46.2
	35	284.8

DID YOU GO TO BOARDING SCHOOL?	N	%
NA	-	- -
Yes	4	30.8
No	9	69.2
	13	100.0

WHAT GRADES AT BOARDING SCHOOL?	N	%
NA	10	76.9
1 - 12	2	15.4
Grade & senior high	1	7.7
	13	100.0

SPECIAL GROUP IN GRADE SCHOOL?

	N	%
NA	-	- -
Yes	11	84.6
No	2	15.4
	13	100.0

WERE THEY NEIGHBORS FROM HOME?

	N	%
NA	1	7.7
Yes	6	46.2
No	6	46.2
	13	100.1

SPECIAL GROUP IN HIGH SCHOOL?

	N	%
NA	-	- -
Yes	13	100.0
No	-	- -
	13	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	-	- -
Yes	8	61.5
No	5	38.5
	13	100.0

AGES WHEN YOU WERE SAD
(multiple answers possible)

	N	%
4 - 7	1	7.7
8 - 12	4	30.8
13 - 15	5	38.5
16 - 18	5	38.5
	15	115.5

VOCATION STUDYING AT HASKELL

	N	%
Auto mechanics	1	7.7
Baking	2	15.4
Business	5	38.4
Costume shop	2	15.4
Dormitory management	2	15.4
Electricity	1	7.7
	13	100.0

WERE THEY RELATIVES?

	N	%
NA	1	7.7
Yes	2	15.4
No	10	76.9
	13	100.0

WERE THEY MOSTLY INDIAN OR ESKIMO?

	N	%
NA	1	7.7
Yes	8	61.5
No	4	30.8
	13	100.0

SAME PERSONS AS IN GRADE SCHOOL?

	N	%
NA	-	- -
Yes	6	46.2
No	7	53.8
	13	100.0

AGES WHEN YOU WERE HAPPY
(multiple answers possible)

	N	%
4 - 7	4	30.8
8 - 12	6	46.2
13 - 15	6	46.2
16 - 18	8	61.5
	24	184.7

STATE OF RESIDENCE

	N	%
NA	1	7.7
Arizona	1	7.7
California	1	7.7
New Mexico	1	7.7
North Carolina	3	23.1
Oklahoma	5	38.4
Washington	1	7.7
	13	100.0

WHAT DO YOU DISLIKE ABOUT HASKELL?

First (and only) comment	N	%
NA	2	15.4
Getting up early	1	7.7
Regulations	1	7.7
Climate	1	7.7
Activities	1	7.7
Drinking	1	7.7
Apathy of students	1	7.7
Tribalism	1	7.7
Gossip, fighting	1	7.7
No complaints	1	7.7
Miscellaneous	2	15.4
	13	100.1

WHAT DO YOU LIKE ABOUT HASKELL?

First comment	N	%	Second comment	N	%
NA	2	15.4	NA	4	30.7
Staff	1	7.7	New rules	1	7.7
Job opportunity	1	7.7	Nice campus	1	7.7
General education	2	15.4	Living conditions	1	7.7
Intertribalism	1	7.7	Staff	1	7.7
New people	1	7.7	Activities, sports	1	7.7
Friendliness	1	7.7	Quality of instruction	1	7.7
Vocational training	2	15.4	Intertribalism	1	7.7
Food	1	7.7	New people	1	7.7
Free education	1	7.7	Friendliness	1	7.7
	13	100.1		13	100.0

ALL IN ALL, HOW DO YOU FEEL ABOUT HASKELL?

	N	%
Like it very much	3	23.1
Like it	9	69.2
Don't care	1	7.7
	13	100.0

WHAT IS THE TRIBE OF YOUR THREE BEST FRIENDS AT HASKELL INSTITUTE?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	2	15.4	1	7.7	1	7.7
Aleut	-	- -	1	7.7	-	- -
Cherokee	3	23.1	-	- -	1	7.7
Cheyenne	-	- -	-	- -	1	7.7
Chippewa	1	7.7	-	- -	-	- -
Choctaw	1	7.7	1	7.7	-	- -
Creek	1	7.7	3	23.1	4	30.8
Crow	-	- -	1	7.7	1	7.7
Eskimo	2	15.4	-	- -	1	7.7
Hopi	-	- -	1	7.7	-	- -
Kiowa	-	- -	-	- -	1	7.7
Navajo	-	- -	2	15.4	2	15.4
Nez Perce	-	- -	1	7.7	-	- -
Nooksack	-	- -	1	7.7	-	- -
Ponca	1	7.7	-	- -	-	- -
Shawnee	-	- -	1	7.7	-	- -
Sioux	1	7.7	-	- -	-	- -
Taos	-	- -	-	- -	1	7.7
Tsimshian	1	7.7	-	- -	-	- -
	13	100.1	13	100.1	13	100.1

DID YOU KNOW THIS PERSON BEFORE COMING TO HASKELL?

	First friend		Second friend		Third friend	
	N	%	N	%	N	%
NA	1	7.7	1	7.7	1	7.7
Yes	5	38.5	2	15.4	-	- -
No	7	53.8	10	76.9	12	92.3
	13	100.0	13	100.0	13	100.0

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

First comment	N	%
NA	1	7.7
Sports	1	7.7
Hobbies	1	7.7
Radio;records;TV	2	15.4
Sleep or relax	1	7.7
Write letters	2	15.4
Go to town;travel	2	15.4
"Mess around" with friends	1	7.7
Indian ceremonies	1	7.7
Read or study	1	7.7
	13	100.1

Second comment	N	%
NA	5	38.5
Sports	1	7.7
Hobbies	1	7.7
Radio;records;TV	1	7.7
Read or study	3	23.1
"Mess around" with friends	1	7.7
Drink	1	7.7
	13	100.1

HOW OFTEN DO YOU ATTEND CHURCH IN LAWRENCE?

	N	%
Several times a week	1	7.7
Once a week	1	7.7
Once a month	1	7.7
Sometimes	5	38.5
Never	5	38.5
	13	100.1

THE SAME CHURCH THAT YOU ATTEND AT HOME?

	N	%
NA	5	38.5
Yes	5	38.5
No	3	23.1
	13	100.1

WHY DO YOU GO TO CHURCH?

	N	%
NA/DK	5	38.5
Closeness to God	1	7.7
Personal reasons	1	7.7
Salvation	1	7.7
Song services	1	7.7
Preaching	1	7.7
Habit from home	2	15.4
Socializing	1	7.7
	13	100.1

KIND OF WORK YOU WANT TO DO

	N	%
NA/DK	3	23.1
Baking	1	7.7
Business	5	38.5
Costume shop	2	15.4
Dormitory manager	1	7.7
Labor, construction	1	7.7
	13	100.1

WHERE WOULD YOU LIKE TO LIVE AFTER GRADUATION?

First place	N	%
Specific state		
California	2	15.4
Colorado	1	7.7
Florida	1	7.7
Montana	1	7.7
New Mexico	1	7.7
	6	46.2
Second place		
NA	11	84.6
California	1	7.7
Oregon	1	7.7
	13	100.0

Second place	N	%
Specific city		
San Jose	1	7.7
Seattle	1	7.7
	2	15.4
Other answers		
Overseas	2	15.4
NA	3	23.1
	5	38.5
Totals	13	100.1